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The Clearing House

A journal for modern junior and senior high schools

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Editorial and Business Offices: 207 Fourth Avenue, New York, N.Y.

Subscription Office: 203 Lexington Ave., Sweet Springs, Mo.

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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ARE YOU A MR. DUMARESQ?

By
IRVIN C. POLEY

GOOD COOK-BOOKS are sometimes made by printing favorite recipes of many cooks. THE CLEARING HOUSE is, I take it, something analogous in education, a publication to which teachers and teachers of teachers may contribute their best recipes.

Here is one of my favorites—one I have repeatedly found useful in illustrating to teachers what is meant by levels of motivation. And remember that educational recipes must always be seasoned to taste, with a liberal pinch of the salt of one's own personality.

Take, then, as many ways of motivating high-school pupils as possible. Your first list may include, as did one made by a recent group of teachers in Harvard Summer School, such a variety of appeals as: desire for high marks; ambition to go to

*The 4 levels of motivation
are dramatized in 4 teachers*

college; fear of punishment, of sarcasm, of low marks, of failure; admiration or affection for teacher; desire for praise from teacher; ambition for prizes and for places on honor rolls; sense of duty; desire for self-improvement, interest in getting a job that depends on getting a high-school diploma; desire to improve one's personality and cultural background in order to be a better or a more attractive and interesting person (not primarily to get a job); interest in subject as a whole, or interest in certain phases of a subject; dislike of inconvenience of failing course; sensitiveness to mild rebuke.

Now, out of this medley of possible ways of motivating, sort out an arrangement on four different levels. Any two teachers may differ as to the nice order of items on each level, but perhaps every one can agree on some such divisions as these:

EDITOR'S NOTE: "Teachers reading this article should be able to decide rather painlessly on their own level of motivation," writes the author. In separate sketches, four different types of teachers are shown in action in the classroom. The first three sketches are excerpts from a book by Ian Hay. In the fourth, Mr. Poley portrays an American teacher at work. The author teaches in Germantown Friends School, Philadelphia, Pa.

Level I. Motivating Through Intrinsic Appeals

- a. Intellectual curiosity
- b. Interest of subject matter, or phases of subject-matter
- c. Desire to use subject matter as adult
- d. Ambition for self-improvement, general culture, etc.
- e. Ambition for personal advancement (getting to college, winning scholarship, landing job, etc.)

Level II. Motivating Through Extraneous Appeals, Positive or Mildly Negative

- a. Desire for private approval (praise from teacher, classmates, or parents)
- b. Desire for public approval (good marks, prizes, positions on honor roll or on dean's list)
- c. Dislike of doing work over
- d. Desire to avoid mild rebuke or disapproval
- e. Desire to avoid loss of self-respect in getting low marks or in failing

Level III. Motivating Through Severe Negative Extraneous Appeals

- a. Fear of punishment
- b. Fear of public humiliation, of sarcasm, etc.

Level IV. Failure to Motivate Effectively

- a. Lack of control on part of teacher
- b. Lack of respect for teacher or for course

Now follow descriptions of four classrooms, three written by Ian Hay¹ and the other worked out especially for this exercise to illustrate a fourth level of motivation. The three teachers described by Ian Hay—Mr. Dumaresq, Mr. Bull, and Mr. Klotz—are meant to be typical of an English boarding-school; Mr. Bruce has been given a background of the nearest American counterpart. After you have read the four selections, decide on the level of motivation applicable to each teacher.

MR. DUMARESQ

Mr. Dumaresq was reputed to be the hardest slave-driver in Eaglescliffe. His eyes were cold and china blue, and his voice was like the neighing of a war-horse. He disapproved of the system of locked form-rooms—it wasted at least forty seconds, he said, getting the boys in—so he made his head boy keep the key and open the door the moment the clock struck.

Consequently, when upon this particular morning Mr. Dumaresq stormed into his room, every boy was sitting at his desk.

"Greek prose scraps!" he roared, while still ten yards from the door.

Instantly each boy seized a sheet of school paper, and having torn it into four pieces

selected one of the pieces and waited, pen in hand.

"If you do this," announced Mr. Dumaresq truculently, as he swung into the doorway, "you will be wise."

Every boy began to scribble madly.

"If you do not do this," continued Mr. Dumaresq, "you will not be wise. If you were to do this you would be wise. If you were not to do this you would not be wise. If you had done this you would have been wise. If you had not done this you would not have been wise. Collect!"

The head boy sprang to his feet, and feverishly dragging the scraps from under the hands of his panting colleagues, laid them on the master's desk. Like lightning Mr. Dumaresq looked them over.

"Seven of you still ignorant of the construction of the simplest conditional sentence!" he bellowed. "Come in this afternoon!"

He tossed the papers back to the head boy. Seven of them bore blue crosses, indicating an error. There may have been more than one mistake in the paper, but one was always enough for Mr. Dumaresq.

"Now sit close!" he commanded.

"Sitting close" meant leaving comparatively comfortable and secluded desks, and crowding in a congested mass round the blackboard, in such wise that no eye could rove or mouth gape without instant detection.

"*Viva voce Latin Elegiacs!*" announced Mr. Dumaresq, with enormous enthusiasm. He declaimed the opening couplet of an English lyric. "Now throw that into Latin form. Adamson, I'm speaking to you! Don't sit mooning there, gaper. Think! Think:

*Come, lasses and lads, get leave of your
dads—*

Come on, man, come on!

—And away to the maypole, hey!

Say something! Wake up! How are you going to get over 'maypole'? No maypoles

¹ Taken from his *Lighter Side of School Life* and reprinted here by permission of Houghton Mifflin Company.

in Rome. Tell him, somebody! 'Saturnalia'—not bad. (Crabtree, stand up on the bench, and look at me, not your boots.) Why won't 'Saturnalia' do? Will it scan? Think! Come along, come *along*!"

In this fashion he hounded his dazed pupils through couplet after couplet, until the task was finished. Then, dashing at the blackboard, he obliterated the result of an hour's labour with a sweep of the duster.

"Now go to your desks and write out a fair copy," he roared savagely.

So effective were Mr. Dumaresq's methods of inculcation that eighteen out of his thirty boys succeeded in producing flawless fair copies. The residue were ferociously bidden to an "extra" after dinner. Mr. Dumaresq's "extras" were famous. He held at least one every day, not infrequently for the whole form. He possessed the one priceless attribute of the teacher: he never spared himself. Other masters would set impositions or give a boy the lesson to write out: Dumaresq, denying himself cricket or squash, would come into his form-room and wrestle with perspiring defaulters all during a hot afternoon until the task was well and truly done. Boys learned more from him in one term than from any other master in a year; but their days were but labour and sorrow. During the previous term a certain particularly backward member of his form had incurred some damage—to wit, a fractured collar-bone—during the course of a house-match. The pain was considerable, and when dragged from the scrummage he was in a half-fainting condition. He revived as he was being carried to the Sanatorium.

"What's up?" he inquired mistily.

"Broken neck, inflammation of the lungs, ringworm, and leprosy, old son," announced one of his bearers promptly. "You are going to the San."

"Good egg!" replied the injured warrior. "I shall get off Dummy's extra after tea!"

Then with a contented sigh, he returned to a state of coma.

MR. BULL

Mr. Bull was a young master, and an international football-player. Being one of the few members of the staff at Eaglescliffe who did not possess a first-class degree, he had been entrusted with the care of the most difficult form in the school—the small boys, usually known as The Nippers.

A small boy is as different from a middle-sized boy as chalk from cheese. He possesses none of the latter's curious dignity and self-consciousness. He has the instincts of the puppy, and appreciates being treated as such. That is to say, he is physically incapable of sitting still for more than fifteen minutes at a time; he is never happy except in the company of a drove of other small boys; and he is infinitely more amenable to the *fortiter in re* than to the *sauviter in modo* where the enforcement of discipline is concerned. Above all, he would rather have his head smacked than be ignored.

Mr. Bull greeted his chattering flock with a hearty roar of salutation, coupled with a brisk command to them to get into their places and be quick about it. He was answered by a shrill and squeaky chorus, and having thrown open the form-room door herded the whole swarm within, assisting stragglers with a genial cuff or two; the which, coming from so great a hero, were duly cherished by their recipients as marks of special favour.

Having duly posted up the names and tender ages of his Nippers in his mark-book, Mr. Bull announced:

"Now we must appoint the Cabinet Ministers for the term."

Instantly there came a piping chorus.
 "Please, sir, can I be Scavenger?"
 "Please, sir, can I be Obliterator?"
 "Please, sir, can I be Window-opener?"
 "Please, sir, can I be Inkslinger?"
 "Please, sir, can I be Coalheaver?"
 "Shut up!" roared Mr. Bull, and the babble was quelled instantly. "We will draw lots as usual."

Lots were duly cast, and the names of the fortunate announced. Mr. Bull was not a great scholar: some of the "highbrow" members of the Staff professed to despise his humble attainments. But he understood the mind of extreme youth. Tell a small boy to pick up waste-paper, or fill an ink-pot, or clean a blackboard, and he will perform these acts of drudgery with natural reluctance and shirk them when he can. But appoint him Lord High Scavenger, or Lord High Inkslinger, or Lord High Obliterator, with sole right to perform these important duties and power to eject usurpers, and he will value and guard his privileges with all the earnestness and tenacity of a permanent official.

Having arranged his executive staff to his satisfaction, Mr. Bull announced:

"We'll do a little English literature this morning, and start fair on ordinary work this afternoon. Sit absolutely still for ten minutes while I read to you. Listen all the time, for I shall question you when I have finished. After that you shall question me—one question each, and mind it is a sensible one. After that, a breather; then you will write out in your own words a summary of what I have read. Atten-shun!"

He read a hundred lines or so of *The Passing of Arthur*, while the Nippers, restraining itching hands and feet, sat motionless. Then followed question time, which was a lively affair; for questions mean marks, and Nippers will sell their souls for marks. Suddenly Mr. Bull shut the book with a snap.

"Out you get!" he said. "The usual run-round the Founder's Oak and straight back. And no yelling, mind! Remember, there are others." He took out his watch. "I give you one minute. Any boy taking longer will receive five thousand lines and a public flogging. Off!"

There was a sudden unheaval, a scuttle of feet, and then solitude.

The last Nipper returned panting, with his lungs full of oxygen and the fidgets

shaken out of him, within fifty-seven seconds, and the work of the hour proceeded.

MR. KLOTZ

Mr. Klotz may be described as a Teutonic survival—a survival of the days when it was *de rigueur* to have the French language taught by a foreigner of some kind. Not necessarily by a Frenchman—that would have been pandering too slavishly to Continental idiosyncrasy—but at least by some one who could only speak broken English. Mr. Klotz was a Prussian, so possessed all the necessary qualifications.

His disciplinary methods were modelled upon those of the Prussian Army, of which he had been a distinguished ornament—a fact of which he was fond of reminding his pupils, and which had long been regarded by those guileless infants as one of the most valuable weapons in their armoury of time-wasting devices.

Mr. Klotz, not being a resident master, had no special classroom or key: he merely visited each form-room in turn. He expected to find every boy in his seat ready for work upon his arrival; and as he was accustomed to enforce his decrees at the point of the bayonet—or its scholastic equivalent—sharp scouts and reliable sentries were invariably posted to herald his approach.

Behold him this particular morning marching into Remove A form-room, which was situated at the top of a block of buildings on the south side of the quadrangle, with the superb assurance and grace of a Prussian subaltern entering a beer-hall.

Having reached his desk, Mr. Klotz addressed his pupils.

"He who round the corner looked when op the stairs I game," he announced, "after lonch goms he!"

The form, some of them still breathless from their interrupted rag, merely looked down their noses with an air of seraphic piety.

"Who was de boy who did dat?" pursued Mr. Klotz.

No reply.

"Efter lonch," trumpeted Mr. Klotz, "goms eferypoty!"

At once a boy rose in his place. His name was Tomlinson.

"It was me, sir," he said.

"Efter lonch," announced Mr. Klotz, slightly disappointed at being robbed of a holocaust, "goms Tomleenson. I gif him irrecular verps."

Two other boys rose promptly to their feet. Their names were Pringle and Grant. They had not actually given the alarm, but they had passed it on.

"It was me too, sir," said each.

"Efter lonch," amended Mr. Klotz, "goms Tomleenson, Brinkle, unt Grunt. Now I take your names unt aitches."

This task accomplished, Mr. Klotz was upon the point of taking up *Chardenal's First French Course*, when a small boy with a winning manner (which he wisely reserved for his dealings with masters) said politely:

"Won't you tell us about the Battle of Sedan, sir, as this is the first day of term?"

The bait was graciously accepted, and for the next hour Mr. Klotz ranged over the historic battlefield. It appeared that he had been personally responsible for the success of the Prussian arms, and had been warmly thanked for his services by the Emperor, Moltke, and Bismarck.

"You liddle Engleesh boys," he concluded, "you think your Army is great. In my gonyry it would be noding—noding! Take it away! Vat battles has it fought, to compare—"

The answer came red-hot from thirty British throats:

"Waterloo!" (There was no "sir" this time.)

"Vaterloo?" replied Mr. Klotz condescendingly. "Yes. But vere would your Engleesh army haf been at Vaterloo without Blucher?" He puffed out his chest. "Tell me dat, Brinkle!"

"Blucher, sir?" replied Master Pringle

deferentially. "Who was he, sir?"

"You haf'not heard of Blucher?" gasped Mr. Klotz in genuine horror.

The form, who seldom encountered Mr. Klotz without hearing of Blucher, shook their heads with polite regret. Suddenly a hand shot up. It was the hand of Master Tomlinson, who it will be remembered had already burned his boats for the afternoon.

"Do you mean Blutcher, sir?" he inquired.

"Blutcher? Himmel! Nein!" roared Mr. Klotz. "I mean Blucher."

"I expect he was the same person, sir," said Tomlinson soothingly. "I remember him now. He was the Russian who—"

"Prussian!" yelled the infuriated Mr. Klotz.

"I beg your pardon, sir—Prussian. I thought they were the same thing. He was the Prussian general whom Lord Wellington was relying on to back him up at Waterloo. But Blutcher—Blucher lost his way—quite by accident, of course—and did not reach the field until the fight was over."

"He stopped to capture a brewery, sir, didn't he?" queried Master Pringle, coming to his intrepid colleague's assistance.

"It was bad luck his arriving late," added Tomlinson, firing his last cartridge; "but he managed to kill quite a lot of wounded."

Mr. Klotz had only one retort for enterprises of this kind. He rose stertorously to his feet, crossed the room, and grasping Master Tomlinson by the ears, lifted him from his seat and set him to stand in the middle of the floor. Then he returned for Pringle.

"You stay dere," he announced to the pair, "ontil the hour is op. Efter lonch—"

But in his peregrinations over the battlefield of Sedan, Mr. Klotz had taken no note of the flight of time. Even as he spoke, the clock struck.

"The hour is up now, sirl" yelled the delighted form.

And they dispersed with tumult, con-

gratulating Pringle and Tomlinson upon their pluck and themselves upon a most profitable morning.

MR. BRUCE

The recess bell rang, and *Mr. Bruce* stopped playing soccer, wiped his flushed forehead, and started walking toward the school-building. Jackson caught up to him and asked, "When do you think I can make the team, Mr. Bruce?"

"Never, Jackson, unless you learn to pass."

Jackson was unabashed by the abrupt answer; *Mr. Bruce's* critical faculties and eager pursuit of the truth discouraged "cases," but won respect for his opinions. Reaching the door of his classroom, *Mr. Bruce* stood, the enigmatical expression of his face discouraging small talk. Joe Bennett ventured, however, "Have you any suggestions for me for the recitation contest, Mr. Bruce?"

"Yes, I have thought a little about what might suit you, Bennett. Perhaps Falstaff—but I can see you at the second recess."

When the last pupil had entered the room, *Mr. Bruce* waited three seconds till every one was quiet. He then took a position where he faced the class, and began to speak very quietly.

"Before explaining the assignment for tomorrow, I want to take up for a moment the vocabulary test that we are making up for the other section. The committee tells me that they are ready to report on all but five words. Who was it who was going to tell us the difference between *sarcasm* and *irony*?"

"It was me," said a boy in the front row. There were three or four laughs of superiority.

One of *Mr. Bruce's* eyebrows shot up in a way that artists in the class were fond of caricaturing. He turned to one of the laughers, and asked, "What's wrong?"

"It should be 'It was I,'" was the reply.

"The grammar-books do say *I* instead of

me," *Mr. Bruce* assented. "What rule, Thompson?"

The answer came correctly, and *Mr. Bruce* continued, "But remember what I said about grammar-books not having dropped down from heaven like manna. They're merely a record of the way that most cultured people talk. If enough cultured people say, *it was me*, the grammars will have to change. Until then—but let's get back to the report on *sarcasm* and *irony*."

"Well, the dictionary says that *sarcasm* is 'contemptuous or taunting language, usually ironical'; *irony* is 'the use of words designed to convey a meaning opposite to the literal sense.'"

A hand went up, but its owner barely waited for *Mr. Bruce's* permissory eyes before saying, "I saw that, too, but I couldn't think of any case of sarcasm that wasn't ironical."

"I can't at the moment think of any, either," said *Mr. Bruce*. "Let's think it over, and hand in our ideas to the committee. Like grammar-books, the dictionary is reflecting usage, and it may have to change. By the way, you may be interested to know that I tried the Inglis Vocabulary Test—the one you took two weeks ago—on some friends last evening. One of them took your point of view on *unsophisticated*, Watson."

As *Mr. Bruce* finished his last sentence, he quietly held out his hand to Bleckwell for a Goop puzzle-picture that had caught the attention of several at one side of the room. He put the picture on his desk. Playthings were never returned in theory and, with but rare exceptions, in practice; bringing them to class involved the risk of their being confiscated for a charity. Most of the class had not noticed the incident, and *Mr. Bruce* walked over to a blackboard at another part of the room. He pointed out the lesson for the next day.

"This will be partly a test of your ability to follow directions; it is a lesson on com-

mas. I used to hate punctuation, and especially commas, because the rules contradicted each other. You will see in the pages referred to that the author has drawn his generalizations from the best current practice. I want you to look through any reputable books or magazines you wish, and find two examples that either confirm or refute each of his findings. Any questions?"

Mr. Bruce walked briskly to an opposite blackboard, on which he wrote:

"Mrs. Fiske says Miss Anglin is America's greatest actress." As soon as everybody had finished copying the lesson assignment, Mr. Bruce pointed to the sentence he had just written.

"All of you," he began, "have probably either seen or know of Mrs. Fiske and Margaret Anglin; they're two of our best actresses. Chancing to follow Margaret Anglin in a Chicago theater, Mrs. Fiske picked up a postal-card, and impulsively wrote what you see. When Miss Anglin received the card, she inserted a comma after *Fiske* and a comma after *Anglin*, and returned the card to Mrs. Fiske."

Mr. Bruce inserted the commas, and read aloud:

"Mrs. Fiske, says Miss Anglin, is America's greatest actress."

When the point had been taken in by nearly every one, he went on: "You see how important commas may be. Well, the time is almost up. You know your lesson for tomorrow. For Thursday we shall go on with Act IV in *Julius Caesar*. Outside reading reports for Friday. Any questions?"

A bright-looking boy with an attractively mature manner asked, "Would you count *Tess of the D'Urbervilles*, by Thomas Hardy, as Outside Reading?"

"It isn't on the list, Alden, but I should be glad to have you read it."

"Well, I know a girl who isn't allowed to read it, and I wondered what you thought of it."

"Of course, some of your parents might

not approve of your reading it, and I shouldn't put it on the list. As a matter of fact, most of you had better wait a year or two. But I'm sure there are three or four in the class who would find it well worth while. You may be interested to consider—if it would shock novel readers now as much as it did when it came out."

At this moment a shy-looking boy with keen eyes held up his hand.

"All right, Reagan; what is it?"

"Do you remember, Mr. Bruce, when we came to that line in *Julius Caesar* about 'last, not least, yours, good Trebonius'? Well, I said I thought that Shakespeare used that phrase 'last, not least' somewhere else. And you said that there was a saying that Shakespeare never repeated. Well, he does, for I found the same phrase in *King Lear*."

Mr. Bruce's eyes gleamed; here was a pupil after his own heart.

"Good, Reagan; I'm delighted. You've used your own mind. You might be able to expand that idea for a *Contributors' Club* essay in the *Atlantic*. It probably won't get accepted; but it won't hurt to try, and I shall be glad to have you substitute it for the next required composition assignment. I want you all to be able to express yourselves on paper, in case some day you have something to say that people want to hear. Some of you even now will find it excellent fun to see how many rejection slips you get; I have quite a collection myself."

At this moment the bell rang, and Mr. Bruce dismissed the class.

CONCLUSION

The answers are, I am afraid, obvious. All of us who are professional enough to read a professional journal have passed the level of Mr. Klotz, when we effect little or no motivation, when we allow the pupils to motivate us into telling anecdotes which they have heard before and which were not perhaps of real pertinence to high-school youngsters the first time we told them.

Some of us, however, may still have a lingering fondness for Mr. Dumaresq. We may remember with respect and even with a little affection—now that we are free of him—a Dumaresq in our own past, and long for the seeming efficiency and thoroughness of his methods. Certain alumni desire more Dumaresqs in their old school—the same alumni who once talked of the way Mussolini made the trains run on time in Italy, of the way Hitler knew how to handle labor unions.

Even more of us may hesitate to assign Mr. Bull to a level lower than that of Mr. Bruce, although most of us will put Bull higher than Dumaresq. But does not Mr. Bull deserve Level II and Mr. Dumaresq deserve Level III because their motivation, though successful, is divorced from interest in the subject-matter itself?

A pupil who will study for Dumaresq from fear or for Bull from admiration and affection and from a desire not to let a good fellow down may easily fail to study the following year because the teacher is "easy" or "cranky."

"Mr. Bull was swell and I'll work for him, but Miss Blank's a sourpuss," may be a typical comment.

If Mr. Bull does not learn to be a Mr. Bruce as he gets older, if in his forties Mr. Bull should be content to be merely attractive and charming, he may find, when his athletic ability will have declined, that he has descended to such popularity-snitching remarks as "You may sit in the

window sills in my class if you like, but don't let any of the old ladies down the hall see you doing it; they seem to think it's a sin."

Mr. Bruce will be popular, too, in the long run, with his best students and with his most intelligent colleagues. He will, moreover, be respected by the others, because he will always be more excited by general growth in his pupils and by evidence of their enthusiasm for ideas than by their interest in himself.

Think of the suggestion of Falstaff, the remark on soccer, the anecdote of Mrs. Fiske, the comment on finding repetition in Shakespeare, the learning-by-testing method of teaching vocabulary. Notice how he aroused interest in the special subject-matter of English and how he encouraged in general self-motivation, pupil-initiative, intellectual curiosity. Notice how often he recognized the personalities of the boys in his class. Individualization is often the only way to discover the right motivation for a youngster; sometimes the mere recognition of his personality is enough. Even a graduate student will work especially hard with a professor who takes an interest in him as a person.

Mr. Bruce, then, in my opinion, deserves to be placed on Level I. Being human, he likes being liked, but he possesses, in the William James phrase, a willingness to be forgotten *both* for the good of his subject, as was Mr. Dumaresq, and for the good of his pupils, as was, possibly, Mr. Bull.

They Live at the School

It is too bad that we speak of children "attending" school. People attend church—once a week. They attend the movies—a bit oftener. But a man doesn't attend his office. He spends too many of his waking hours there.

The school bulks so large in the child's life that we need some other word to describe his relationship to it. We need to think of our pupils as actually "living" in school—almost as much as they live at home.—*New Jersey Educational Review*.

Most Unkindest Cut

Choicest post-convention remark came from a colleague who should hold some kind of Alabama Education Association attendance record. Looking fresher than some of us who have entered the profession more recently or who have attended its conventions less loyally, she greeted me Monday morning with, "Well, I really learned something at A.E.A. this year . . . The Tutwiler rents umbrellas!"—MAUREEN FAULKNER in *Alabama School Journal*.

COUNSELORS

Serve Our Teachers

*Los Angeles'
8-point plan*

By

GERALD M. WELLER

THE OPENING of another school year brings to the profession anew its perennial problem of how best to guide and direct boys and girls along educational, vocational, health, moral, social and personal lines. Sound guidance naturally requires that teachers have a wealth of information about their charges, information that helps fathom pupil abilities, pupil interests, and pupil needs. In practice teaching loads that entail inordinately large daily pupil contacts make this a most difficult job at best.

Fortunately, progressive junior and senior high schools, especially the larger ones, now have trained individuals—commonly designated as counselors—who are in a position to be of inestimable service to teachers and pupils alike. They act as coordinators for gathering and disseminating the type of information upon which good guidance so greatly depends.

It is the purpose of this article to summarize and suggest ways in which the counselor can be helpful, not only for the benefit of new teachers to a school, but also for others who perhaps have not realized the wide variety of educational services the counselor's office seeks to make available.



EDITOR'S NOTE: Dr. Weller is boys' vice-principal of Dana Junior High School, San Pedro, Cal., which is in the Los Angeles school system. In this article he discusses the role of the counselor in the educative process, and the eight ways in which Los Angeles junior-high-school and senior-high-school counselors are of direct service to the teaching staff.

These will be considered as follows.

1. *The new pupil from the area.* For some two months prior to the close of a semester the counselor spends considerable time visiting the contributing schools in the area, and with a twofold purpose.

One is to orient and prepare the new pupil in every possible way for the new situation in which he will find himself shortly.

On this vital mission the counselor acts as a liaison officer between the two schools, acquainting pupils with the details of the physical plant and equipment, curriculums and courses of study, extracurricular activities, history, customs and traditions of the school, opportunities for service and leadership, and hosts of other particulars. In all of this a very serious effort is made to establish the type of rapport which will make the transition a natural one, with the least possible chance of friction or maladjustment.

The other purpose is to obtain in advance as much information about these pupils as possible.

The pupil is given a blank to fill out in which he tells something about himself—his hobbies, his favorite sports, magazines, radio programs, books, movies, etc., what studies he likes best in school, his ambitions, the clubs and groups he belongs to, his best friends, and the like.

Tests of probable learning rate, reading, and arithmetic are next administered in order to help determine how best initially to classify, group and program. Inquiries are made of teachers about pupils with special interests, special talent in art, music, dancing, dramatics, games and sports, and capacity for leadership.

Facts are elicited concerning home conditions, social interests, health, ethical-moral problems, social adjustment, potential mal-adjustments, atypical cases, observations of behavior and growth, etc. Personal data cards containing the results of standard tests given in tool subjects and tests of mental ability for several years past, along with teachers' comments and observations, are also obtained.

All in all, quite a comprehensive file of material on the new incoming pupil is gathered before his arrival. This information is later conveniently recorded and filed in the counselor's office. Of themselves the records do not tell the whole story, and hence it is wise for teachers reviewing them to discuss the pupils in each class personally with the counselor. In this way much more can be gleaned than appears at first sight from the bare records.

2. *All other new pupils.* Pupils from outside of the area or the city school district are tested and interviewed as soon as it can be arranged after the term begins. It is not always possible to get as much personal data as is desirable about these pupils at once. However, attempts are soon made to call in their parents, and from friendly personal conferences and transcripts of record and counselor data from previous schools, it is not long before files are replete with important material.

With those pupils who enter the school throughout the term and after the first week, the counselor endeavors to establish a friendly personal relationship. The results of first school impressions mean much to successful adjustment, and hence to future happiness. Out of a sympathetic informal talk it is quite possible to build up confidence in the child and at the same time glean information on his personality, home life, interests, ambitions, etc., which otherwise might be impossible to obtain.

3. *Pupils already in the school.* In the case of pupils who have already been on the rolls rather complete files are usually

available. These include attendance, mental maturity, social and emotional development, physical condition and maturity, dominant interests, comments on techniques or procedures which have been found successful in working with the pupil, test, academic, and extracurricular records. For further and more detailed personal data concerning these the administrative officers of the school should always be consulted.

4. *Special adjustment problems.* In every school there will be found varying numbers of pupils who are commonly referred to as "specials". As a rule they are over-age, retarded, and have come in on special promotion or transfer. The counselor maintains rather complete records on these pupils, usually knows them well, and as a consequence should be able to offer constructive advice on their problems. As soon as new teachers recognize these children they would find it highly profitable to talk over their cases with the counselor.

There are, on the other hand, a few exceptionally bright children who need special consideration so that a properly enriched program may be provided for them—both to assure the development of their ability and to keep them so profitably occupied that they do not become discipline problems for the class as a whole. On these pupils the counselor will also be exceptionally well informed. Incidentally, one of the great advantages of mental tests is that exceptionally bright and dull pupils can be readily spotted.

5. *Atypical problems.* Every school will have various types of physically atypical children, who need special treatment and understanding. These children have defective speech, damaged hearts, tubercular tendencies, impaired hearing, malformed and crippled bodies, impaired vision, and other defects. Such children are usually well known to the counselor and administrative officers, and here again helpful and constructive advice can be furnished concerning their proper care and treatment.

When teachers notice these pupils it is well to report them immediately. If they are not already known they can then be referred by the counselor to the health coordinator, school nurse or doctor, and administrators for full study and diagnosis.

6. *The homeroom guidance program.* The policy in most schools is to have the counselor head the homeroom guidance program. Inasmuch as it is now the practice to assign practically all teachers to homerooms, the counselor can be of great service in suggesting plans for the homeroom program for the semester. Many homeroom periods are given over to a discussion of curriculums and courses of study, elective offerings, graduation requirements, entrance requirements for colleges and vocational schools, vocational opportunities, and definite programming for ensuing semesters. Material from which discussions of these topics can be developed is usually prepared in mimeographed form by the counselor, in conjunction with administrative officers.

7. *The testing program.* No sound educational program is complete without a comprehensive testing program. The counselor is charged with the general oversight and planning of this program for the whole school. Inasmuch as he does the ordering of all test materials for the several departments of the school, he should be frequently consulted concerning material that is actually available or can be obtained in the future.

The important thing in any testing program is to be able to interpret the meaning and significance of the results. As an expert in the administration of tests and interpretation of test results, the counselor should always be consulted at each step of the work, especially concerning any remedial program whose necessity is indicated by the results.

All incoming pupils are not only given mental and achievement tests at once, but where it is feasible a continuous program is carried on so that every two years each

pupil is retested. This is essential because of the variability of the curve of mental growth in individual cases. It is highly desirable that teachers take their class roles to the counselor and go over the files that contain mental and achievement test data. They should also feel free to suggest retests when they find that individual pupils do not work on levels that their potential abilities seem to suggest.

Reading is of such importance in the learning process that counselors give special attention to reading test records and reading grade placement data. Usually a high degree of cooperation is found to exist between the English and Social Living departments and the counselor's office.

Where it seems wise, personality, interest, and inventory tests are administered for the further light they shed on many pupils.

8. *Health guidance.* The counselor is alert to the recognition of health problems and their reference to the proper department. In case there is no health coordinator the counselor endeavors to supervise the dispensing of health information through daily health checks, health cards, and other means. Specific programs are arranged for health cases, and these are also carefully followed up through assignments to rest and corrective classes. Teachers should daily be on the lookout for pupils who do not appear to be well, so they can be immediately given full care and health guidance. So many health problems can be solved if they are caught promptly.

9. *Other services.* Thus far attention has been given to the more immediate ways in which counselors may be of direct service to the teaching staff. They have other functions which are indirectly of great importance to the successful carrying out of the educational program. Some of these follow:

- (1) In general charge of all pupil programming each semester, (2) Making programs for new pupils throughout the term, (3) Assisting in building the master program, (4) Working with heads of depart-

ments and teachers on courses of study, insofar as they concern the ability level of the groups enrolled, (5) Interviewing pupils concerning possible failures or lack of effort in studies;

(6) Calling in parents for consultation over pupils' work, (7) Evaluating credits, (8) Recommending for graduation, special promotion, and transfer, (9) Continuously classifying pupils, (10) Making program changes and other adjustments throughout the term, (11) Recommending placement on or off special certificate groups;

(12) Analyzing results of reading and arithmetic tests for the English and mathematics departments, (13) Preparing for special guidance assemblies to help pupils decide on elective choices, (14) Giving courses in occupations and vocational and educational guidance, (15) Making arrangements for special home teachers for disabled

pupils, (16) Recommending pupil welfare needs to administrative officers, (17) Making assignments of pupils to homerooms;

(18) Coordinating joint guidance planning with elementary schools, (19) Assisting in planning the B7 Tea for parents of B7 pupils shortly after the start of a term, (20) Reporting back to elementary contributing schools grades of new B7's at the ten-week report card period, (21) Preparing an orientation handbook;

(22) Assisting in planning an orientation issue of the school paper each semester, (23) Assisting in planning a special A6 or A9 visiting-day program, (24) Assisting in planning the program for new entrants on the opening day of school, (25) Making minor research studies from time to time, (26) Helping to interpret the school to the community through talks to various community organizations.

* * * FINDINGS * * *

INFLATION: How much inflation does the teacher already face? Three committees of the Edna, Tex., Public Schools staff made an investigation of 1939 and 1942 prices of food, shelter, and clothing in the town, and reported their findings in *The Texas Outlook*. They found that while the average Edna teacher had been given a salary increase of 8% since 1939, the cost of necessities had gone up 30% in the same period. Here's something on the method used, as you may want to spring the local facts on your board: Comparative prices were obtained on 13 items of meat, showing a 64% increase; and on 22 basic grocery items, showing a 36% increase. On 37 items of men's, women's and children's clothing items, prices had gone up 27%. For the study on shelter, the 1939 and 1942 rentals of 11 houses, 8

apartments, and 1 room were obtained, showing a 30% increase in rent. These facts were focused by using the case of an actual teacher who made \$75 a month in 1939, and got raised to \$78.75 since—but can buy only \$61.39 worth of commodities with his salary.

SCHOOLING: Many teachers speak glibly of "compulsory education" and claim that "nearly all children of high-school age are now in school". But the research division of the National Education Association has charted the facts: In 10 Southern states, only 400 to 500 of every 1,000 children 14 to 17 years old were in school in 1939-40. In the 10 states with the best records in this respect, only about 800 to 950 of every 1,000 in the 14 to 17 age group were in school. The average for the U.S. was about 675 of every 1,000. And as long as about one-third of the children of high-school age are not in school, "nearly all" hardly applies. There is a reasonably close agreement between the financial ability of a state to support its schools and the per cent of its children of high-school age who are in school. Five of the 10 Southern states with the poorest enrolment record have only one-third the financial resources per child of the estimated U.S. average. Hence the need for Federal aid if there is to be any educational equality in the nation.

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EDITOR'S NOTE: *Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

John and Joan and PVT. HALLIGAN

By
CHARLES G. SPIEGLER

The Army now realizes that the intensity of the soldier's belief in the rightness of his cause may mean the difference between victory and defeat. Army sponsored morale activity smacks too much of G.I. (Government issue) *What the soldiers want are civilian sponsored activities to show them that they are appreciated and that they are fighting for the right.*—Lieutenant John C. Haigney, Assistant Special Service Officer in the Second Corps Area, New York City.

BLOOD IS RUNNING thick through the Don! Even now thousands of our men are tramping, riding, flying on all continents. They are sacrificing their time, their energy, their careers, their lives—to prevent the Nazi swastika from flying over the roofs of the world!

Is this a time for any extracurricular interests beyond training hard, keeping healthy, sleeping well? I think yes, and I second Under-Secretary of War Robert P. Patterson, who has asserted: "Armies do not live by gunpowder alone. The life of an Army is made up of the lives of its men.

EDITOR'S NOTE: *The author feels that in our high-school wartime activities program, we have relatively neglected to put the full enthusiasm and support of our pupils directly behind the men in the armed-service camps. In this article he explains an organized, coordinated plan which a high school or a school system can use, to be based upon the ascertained needs of the men in the nearest camp. In preparing this article, Mr. Spiegler interviewed and corresponded with army officials to get the facts. The author teaches in Morris High School, The Bronx, N.Y.*

*A plan for school
& camp cooperation*

Make those lives rich and active, when the soldiers are off duty, and you will have twice as good an Army when it is at work."

This article presents a plan for John and Joan and Private Halligan; one in which manifest proof is given to all the boys in Army Camps that there is an honest concern for their happiness and welfare; one which will not only stir the creative and imaginative powers of superior high school pupils, but which will also give *all* the children the positive pleasure of producing something towards the war program; one which will help develop the practical skills and vocational competences needed in national defense.

FIRST, the Superintendent of Schools of any city close to Army camps, forts, barracks, hospitals, etc., writes a letter to the Special Service Officer of each camp or fort. In essence, the letter offers the services of the school or schools under his (the Superintendent's) jurisdiction towards filling needs in the camps which organizations such as the USO, and the Citizens Committee for the Army and Navy do not have facilities to meet.¹

SECOND, the Special Service Officer answers the Superintendent and describes the needs, physical and cultural, of his

¹ From *Recreation Magazine*, July 1942, "Recreation at Pine Camp":

"1. The Army provides no funds for furnishing many buildings. Therefore the Post Morale Officer is compelled to contact Civilian Defense Committees and Fraternal Organizations.

"2. Talent had to be drafted—soldier artists and cartoonists eagerly volunteered to paint murals, do interior decorating work in dayrooms and recreation halls; soldiers with experience in dramatic work offered their services in production of amateur dramatics.

"3. 1173 soldiers requested instruction in 65 different subjects."

particular group.² Indeed, if the camp is one of the many in the country unable because of location to see any of the big shows, hear any of the great artists, visit a stage door canteen, or benefit from an active, well-financed USO, the Officer can make out a splendid case showing how the high school edition of USO might do much towards filling gaps.³

THIRD, our Superintendent sends a circular to the Principal or Principals under his jurisdiction, specifying:

1. What is needed—quantity, size, measurements, etc.
2. When it is needed (In camps where men are liable to frequent shifts, deadlines would differ.)
3. Which schools are best equipped to perform special tasks (In large cities where there are special schools—Needle Trades, Music and Art, etc.—there would obviously be special directives.)
4. Description of awards, citations that will be given for outstanding efforts.

FOURTH, the Principal sets up a committee of teachers and superior students to help coordinate the school program. He

² For a more exhaustive listing of the physical and cultural needs of the ordinary army camp, refer to the literature of the Citizens Committee for the Army and Navy, Inc., 26 East 36 Street, New York City. This group has sent army camps everything from chairs, sheet music, ping-pong tables, baseballs, dining room tables, jig-saw puzzles, curtain material, playing cards, sweaters, cap mufflers, socks, bookcases, paintings and drawings, musical instruments, games, floor lamps, to settees, rugs, play scripts, etc.

³ In a letter to me, a Special Service Officer from Fort Dix has said: "It would seem to me that decorations in the form of pictures and posters may be donated for use in some of the 190 dayrooms and recreation rooms on this Post. Of these, about 40 still have no furnishings whatsoever and in most of them the present furnishings can be supplemented and replaced."

A Special Service Officer from Mitchell Field has written to me: "There are no doubt posts more isolated than this one, where dramatic entertainments might successfully be staged by groups of students, or perhaps scientific demonstrations by youths in science. Here the abundance of top-flight talent coming to us from New York directly or through the U.S.O. Camp Shows has made our men indifferent to less spectacular entertainments, but this is purely a local condition. One possible activity—for those in mechanical and woodworking classes, would be to collect used furniture and restore it to completely serviceable condition before donating it for use in company recreation rooms. Equipment such as ping-pong tables might also be constructed."

announces to department heads what is required of them. He might say to the Art Chairman:

"Miss Jones, I have recently read John W. Studebaker's foreword to a pamphlet called, 'Art for Your Sake,' (prepared by Elizabeth Wells Robertson and Dr. Bernard Myers). In it he notes that 'many teachers have been trying recently to bring to the young people with whom they have contact, a keener appreciation of beauty and *some opportunities for their own creative self-expression*.' A request has just come from the Superintendent's office for some paintings to help make Camp Z's mess hall and social hall more colorful. If you want permission to visit the camp in order to gain first-hand knowledge of what type of art work you consider most suitable, I'll be happy to arrange for it. The whole project would seem to offer some of your more creative art students an excellent opportunity to help make a real contribution towards improving soldiers' quarters.

"I would also like to recommend that John Saunders, who does such splendid work with crayons, or Joan Schapira, who did those remarkable paintings on nautical themes, might with great profit prepare exhibits of their work, in booklets or individual pieces, to be given as presents to soldiers . . . etc., etc."⁴

FIFTH, when all the department heads have had described for them precisely how they fit into the general picture, they notify their teachers who, in turn, carry the program to the students. It might be well to note, at this point, that *every individual piece of work, every project must be carefully supervised by responsible supervisors*. No army camp should be overwhelmed indiscriminately with everything a child produces. Obviously only work that meets a certain standard is to have final acceptance, although every honest effort is to be properly commended.

"I should like here to recommend an excellent pamphlet (one in a series published by Teachers College, Columbia University) written by Lieutenant William J. Pitt (U.S.N.R.). It is entitled *Training Through Recreation* and endeavors to help the selectee when in service, or in preparation for service, solve the problems associated with his leisure time. It is replete with splendid suggestions similar to this one: 'Many a new soldier can find real satisfaction and pleasure in fixing up his bunk section of the barracks and he can always get permission from the sergeant in charge to make the place look better.'

Let me, for a moment, meet a sceptical reader's possible objection that this man's army is still in the *What Price Glory* tradition. For this sceptic, let these three items of the scores upon scores I have seen, suffice as corrective evidence:

1. "An army recreation activity that began unpretentiously at Camp Coster, Michigan, has produced pictures of army life by soldiers of so much interest that the Museum of Modern Art has brought the collection to New York for public display.⁵ (*New York Times*)

2. "... Jascha Heifetz, to his own amazement, brought down the house at Camp Roberts, California. More than a thousand service men . . . listened to Bach, Tschai-kowsky and Mendelssohn and yelled for more." ("USO Camp Shows Try to Find What the Military Enjoy"—*New York Times*)

3. "The idea for Armed Forces Master Records, Inc. was born . . . when Harry Futterman, a World War I veteran . . . sent three albums of classical records to his friend, Private Lundh. They were all piano concertos. So enthusiastic were Lundh and a large group of other soldiers that Futterman felt convinced of what he had suspected all along; there's a sizable minority of soldier boys that wants more than jazz. . . . It wouldn't take too much money and effort . . . to get a decent library of good music into practically every camp in the country." (PM)

SIXTH, the separate departments of the high school make contributions, in part, as follows:

1. English

a. Aiding the Victory Book Campaign. In an article entitled "Books for Our Fighting Men" (November 1942 *High Points*) I have described how my own classes have succeeded in meeting the appeal that Presi-

⁵See *Life Magazine* (July 1942, Independence Day issue) for reproductions of nationwide army camp prize winners. More than 1500 entries were submitted.

dent Roosevelt made during the Victory Book Campaign. Our success lay in considering the precise needs of different camps. (Some librarians want dictionaries, others detective stories and still others, scientific books.)

When a camp librarian's letter, stating simply what the camp needs, is placed before a class, it is startling with what verve and dispatch the class will work towards meeting the *exact* need, without dumping masses of trivia and trash into mail boxes. My own classes in one semester have sent 250 books to 5 different camps. (Chosen, in this instance, by the pupils) Librarians have thanked us for filling a real need, instead of conducting an all too common Don Quixote book drive.

*b. Letter-writing.*⁶ Some service men have gone to the extreme of advertising for mail, the need apparently is so great. Although army and school authorities have, with good reason, frowned upon large scale correspondence between young pupils and soldiers, I do see instances where an unusual pupil can strike up a mutually profitable letter-writing relationship with a soldier. As an illustration, a superior English student (one on the staff of the school magazine or newspaper) might enjoy teaching a poorly-educated soldier some of the rudiments of English grammar and writing.⁷ The school poet or literary light might, too, have an added incentive towards creating an original poem, essay or short story if she knew that Private Halligan, to whom she was writing, might enjoy it.

2. Music

Elie Siegmeister, one of America's outstanding composers, has said, "We don't

⁶See the newspaper PM's Sunday feature, "Dear Joe", for an example of the type of instructive, entertaining letter students might write to soldiers.

⁷In a recent conversation with Brigadier General Russell C. Langdon, now attached to the Defense Program of New York City's Board of Education, I learned that the Army needs men with the gift of imparting knowledge to others. What better way for a young lad to begin developing this skill for possible future use!

need one good war song; we need ten, fifty, a hundred. We need songs for the tankmen and songs for the air corps; songs for the women's army and for wartime workers; songs about our heroes, the Kellys and Bulkleys and O'Hares; and about the Joe Smiths who work overtime in Peoria. . . ."

I would add to this: We need talented high-school music pupils who will not restrict their composing to music written in terms of street noises or animal groans; who will write with full heart of the war we are in, the heroes we admire, the reasons for which we are fighting; who will send to army camps the records they have chosen, the sheet music they have prepared; who will dedicate to soldiers and camps the original songs and marches they have written; who will send their best singers, violinists, pianists, orchestras to entertain at camps.⁸

3. Physical Education

From the April 1942 issue of the National Association of Secondary School Principals publication, I learn that among the skills useful in the armed forces are:

Hard-driving competitive sports and games involving physical contact

Tumbling

Jumping and running

On August 28, 1942, War Manpower Chairman Paul V. McNutt warned all "able-bodied" male students at colleges and universities that they are "destined for the armed forces," called on schools to adapt their facilities to the military needs of the nation and said that "the Selective Service Act may be amended to lower the military age to 18 years." (As I write, the amendment is in process of being passed.)

Training Through Recreation (mentioned in footnote No. 4) states on page 23:

* Dr. Edward A. Strecher and Dr. Kenneth E. Appel, two psychiatrists, said in a paper entitled "Morale" . . . "Actually moving, robust feelings are good for us. *We need more patriotic music and pageantry.*"

"Mention should be made of the possibility of having regular training, competitions and meets within the camps and with other camps. . . . Track and field events are without doubt ideal for building right attitudes, good physiques and endurance."

In the face of this clear emphasis on competitive sports and physical fitness, would it be amiss to have a high-school team play a camp team, or a high-school gymnast group or track team competing with a camp group; all this, in addition to sending camps athletic equipment?

4. Biology and Kindred Subjects

"In almost every locality there are nature trails or popular hiking grounds which present interesting opportunities for enjoying the scenery of the countryside, or for observing rock formations, trees, or wild life. Some knowledge of the trees, ground and birds in the country where the nature hike is taken increases its interest." (*Training Through Recreation*)

Recently we read that the Museum of Natural History was planning to carry through a campaign of education for men in the armed forces whereby the latter could learn how to cope with dangerous snake bites, poison ivy, etc.

Is it not likely, therefore, that superior Biology, Geology and other science students could prepare exhibits, papers, photographs giving soldiers in graphic form much useful information on the flora and fauna, on rock formations, etc. of a particular locale?

5. Home Economics, Sewing, Domestic Art, Vocational and Kindred Subjects.

These classes should be able to prepare anything from cookies to chairs. Later in this paper, I shall show what pupils have already produced and sent to camps.

6. Speech and Dramatic Classes

These might rehearse plays suitable for army camps and give them at appointed times. Too, they could send records of the

spoken word, as music students do of music and song.

7. Special Clubs (Stamp, Photography, etc.)

"Start a Hobby" is good advice for every man." (*Training Through Recreation*, page 16.)

I wonder whether, with this as a theme, a stimulating give-and-take could not begin between pupil clubs and soldiers with similar interests, resulting in a mutually beneficial interchange of ideas.

8. Other Subjects in the Curriculum

Space forbids a complete analysis of how other departments may function in the plan I am describing. I feel that a careful examination of one's own subject will indicate clearly how contributions may be made.

For instance, in an article entitled "Clerks Are Also Important" by John L. Craf (*Journal of Business Education*, March 1942) evidence is given that the army clerical system is highly standardized . . . commercial training is a distinct advantage . . . the army is favoring younger men with some commercial education. The article raises clear implications as to the training young junior and senior high school pupils (especially since these will become more affected by a lowered draft age) might now be getting.

Teacher-accompanied visits to an army camp afford such commercial pupils fertile ground for study and growth, while simultaneously it might assist in solving the camp's clerical problems.

SEVENTH, the coordinating committee of teachers and students (mentioned in

Fourth section) after careful consideration of all the work submitted by pupils at school, divides the chaff from the wheat and, according to schedule, sends out the net products of the school's effort to the Superintendent's office or to individual soldiers and camps (depending upon original directions and specifications).

EIGHTH, at some ceremony, preferably one attended by an army official, prizes should be given for each department's outstanding achievements.⁹ It might be well to enlist the services as judges of some of the artists, musicians, and teachers now in army camps.

Need I add that there are also possibilities for nationwide contests? Why not, as illustration, a national high-school contest with the theme, "Best Art Work Produced by High School Pupils in Behalf of Army Camps"? I believe there are limitless facets to this idea—the best cookie, the best march, the best poem.

This, then, is my plan—one which I believe may launch a thousand thoughts and burn topless towers of ivory. The pupils in many schools have already engaged in a number of such service projects for the men in the armed forces. But such activities in most cases seem to have been temporary, infrequent, limited in scope. Think what an organized, coordinated program of co-operation between school and camp could accomplish!

Let's give John and Joan an opportunity to go all-out in working for and with Private Halligan!

⁹In Baltimore, boys and girls are commissioned as first lieutenants in a Junior Victory Army. They also have a Junior Officers Training School.



Memo to "Time"

It has long since ceased to be either smart or funny to call a child a "moppet".

So Mr. Education Editor of *Time*, won't you please kindly stoppet?—GEORGE R. STALEY in *New York State Education*.

EVERY PUPIL

*A better plan from
Gratz High School*

a one-semester MONITOR

By

MARION W. WALLACE

INERTIA, indifference, irresponsibility, and inexperience are proportionately as prevalent in our school student governments as they are in our city, state, and national governments.

In addition to these human frailties which are our most serious obstacles to a fuller democratic participation in government, there are the many citizens who really would like to serve but who do not know how to get started. The usual thing is for the responsibilities of government to be experienced only by a few. These "few" are not always our best few, but all too frequently they are merely our magnetic, or our sharp, or our very cunning opportunists.

To correct this state of affairs at Simon Gratz High School, we developed a monitor-service plan that became a "student government for everyone" movement.

The time seemed ripe to require additional experience in training for official positions, a state of affairs for which the sponsor had long been on the lookout.

Originally there were only two requirements in the constitution to be met by a pupil running for office. First, he must be sure of passing all subjects. Second, he must be a paying member in good standing in the students' association. In view of the lack

of experience in actual service which the elected officers showed, and of the need for attracting the attention of the voting masses to a different kind of pupil for their leaders, it was suggested that a third requirement be added to the eligibility ruling. The proposed new requirement was that every pupil planning to run for office should first have served at least one term as a monitor.

At the start the officers fought shy of the idea. But fortunately there were enough serious-minded pupils among them who could appreciate what a ruling like this would mean in the long run. They agreed with the implication that a pupil interested enough in serving his school to volunteer his services for some of the drudgery was perhaps better fitted to serve his fellows as an elected senator or judge. Of course such a ruling could not solve all the problems facing the pupils and the sponsor, but it could be a first step toward greater training in officer experience.

Much to the surprise of everyone, especially the sponsor, the new ruling passed both houses of the student government system almost unanimously. It showed that there was a widespread desire throughout the school to improve officer material.

As terms went along one could hear an increasing number of election speeches emphasizing such experience as "I have served as a monitor in the study hall, the library, the lunchroom", or "I have served every term while at Gratz as a monitor."

Now that the officers had accepted the idea that monitorial service was vital to the life of the school community, and that it also should be a part of every elected officer's experience, the need of drawing more pupils



EDITOR'S NOTE: *How are we going to get the pupils more interested in the school's student government than their elders are in their government? How are we going to get "student government for everyone"? Gratz High School, Philadelphia, Pa., has a plan, and Mrs. Wallace, who is a member of the faculty, reports that it is working.*

into experiencing officer responsibility became even more pressing. It had often been observed that the majority of the pupils went all the way through school and never rendered any service whatsoever to their school community, much as most adults go all the way through life completely wrapped up in their own selfish interests, devoting none of their talents to citizenship responsibilities. It seemed imperative that something be done to break down this very typical inertia.

If there is any real value in student government, pupils should be trained—all pupils, not a few, not even one half—but all. Otherwise, why give teacher time to the sponsoring of the project?

A plan was presented to the principal whereby every pupil in the school would, at least once in his high-school career, be arbitrarily placed in a position of responsibility. The idea was expressed that each pupil in one particular grade should find a monitorial period registered on his roster, and that it was not too much to ask every pupil of the school to give up one period a week for one term to serve his school in some capacity.

Permission was granted to work out the plan with the roster committee first, and then proceed to sell it to the pupils. It was suggested that we start the experiment with the second-term pupils and ask them to take it on as a class project.

The first step was to capitalize on the seed already planted—"how to get more and better material for student officers". Several very intelligent and conscientious elected officers were approached on the subject by the sponsor. The philosophy was explained and the pupils grasped the importance of the movement, recognizing it as a solution to their problem of getting more pupils interested in student government. They agreed to take up the matter at their next official meetings. The senate, the highest legislative body in the school, considered it first. The discussions were long and argu-

ments heated, with upper-grade senators favoring it and the lower grade rebelling. However, it finally passed unanimously, but on the basis that it be tried out as an experiment.

Arguments in favor of the plan, from the pupils' point of view, were that they would have more monitors in the halls, where they were needed badly, and that they would have them the first day of school. Ordinarily they had to wait until some 800 pupils volunteered their services, were removed from study-period rolls, and placed in corridor positions.

The next and very precarious step was to present the idea to the house of representatives, where the upper grades were in the minority. However, here was where trained leadership showed to advantage. The lower-grade representatives who would be involved in the new system were so impressed with the argument by upper-grade pupils that they finally agreed also, but—again—it was only as an experiment.

The next step in our progress was to explain it to the members of the court, who were delighted with the idea because it would aid them in their work tremendously, and then to the faculty.

Later, at the end of the term, the principal spoke to the 10A class on the general subject of Service, preparing them for undertaking the work the next term as a class project. A week later the sponsor of the students' association explained the specific working of the plan to the class, how they would find a corridor position written on their new roster and that they should report there as promptly as to a class. Later their attendance would be checked and their duties explained to them.

The system has now been in effect for one and a half years (three terms). The first term it was not a great success. There were several reasons for this. Unfortunately, the term "compulsory monitorial period" was used. It aroused resentment among some of the pupils, who rebelled against the idea of

compulsory participation in student government.

It was also found that some teachers did not approve of forcing pupils into monitorial work, even though they admitted that the training was good for them. Therefore they did not carry out the directions for rostering pupils. As a result we did not have as many 10B's as were needed and had to fill in with volunteers from other grades.

At the end of the term many arguments arose in the senate and house, with resultant motions to do away with the system. However, such legislation was never a success against the argument, "Is it too much to ask you to give just one forty-five minute period once a week, one term of your entire high-school career, for serving the students' association?" All belligerents would back down to this argument!

The values, it seems, are these:

1. All pupils, or nearly all, experience active participation in student government.
2. Every pupil for one term exercises his own abilities in meeting and handling other pupils.
3. It affords an opportunity to the willing but too shy pupil to take part.
4. All elected pupils now have really practical background experience.

5. Every pupil has a different viewpoint thrust upon him. Formerly he may or may not have broken the law—now he is arbitrarily forced into upholding the law.

Do these assigned monitors give as good service as the volunteers used to? Yes—we

can see no difference! Having the pupils all in one grade makes it much easier to train them in manners, attitudes, etc., through regular class meetings.

We never hear any criticism now. Pupils expect the rostered period and take it in their stride. We have learned to call the assignment a "service period", and we often have requests for additional service periods.

The most important result is the fact that by this automatic system we overcome that apathy which is all too apparent in our adult citizen's life as well as in our school world. We have all heard someone, sometime, remark, "Well, I'd love to do something to serve, but I don't know how to get started—don't know what I could do!" We have none of that now! Each pupil is launched early in his career!

By placing a pupil in an official position he glimpses the inside workings of the students' association. He tastes a bit of public life, and if he chooses he can continue in this career or step out at the end of the term.

It might be that we would have a more vital democracy in our city if, for instance, the Mayor or city council would arbitrarily select names from neighborhood lists and place the people on neighborhood committees for one year—giving them specific duties relating to community affairs. Every citizen in a democracy should be ready and willing to accept responsibility for his own and his neighbor's actions, and this is what we are trying to teach at Gratz.

Life Was Too Safe

There is little rollicking enjoyment in life if we are always preoccupied with living it safely. What joy is a precious stone to a woman if she must keep it in a bank vault on all but one or two occasions a year? Jewels must be worn and admired to be enjoyed. So life must be lived to be enjoyed. Risks must be undertaken. Indeed it is jeopardy of risk that heightens the zest of living.

So far we have been indicating how the school

might engender courage to enable its proteges to turn from the pursuits of peace to those of war in a calm but confident manner. In closing it should be pointed out that this is not just an interim point of view. It should be good not only "for the duration" but also for the peace as well. After the severe lesson learned in this war, it would be unfortunate for democracy's schools again to become so obsessed with peace and with life as to be unable to sacrifice them readily in the future.—JOHN S. BRUBACHER in *School and Society*.

Each year our pupils get out an issue of a LOCAL PAPER

By
J. ORVILLE BUMPUS

THE HIGHLIGHT of the year for journalism pupils of Chandler, Okla., high school is the week when pupils are allowed to go downtown and edit one of the local weeklies. This has been a program of the Chandler system for over ten years.

Aside from this activity the pupils have also prepared a page of copy for each of the downtown papers each week during the term, carried on a temporary mimeograph publication, and edited the alumni newspaper.

Pupils turned out this year to handle the *Lincoln County Republican*, the first paper the pupils edited when the project was started back in 1931. As a help in getting the project started at that time, Mr. Fred Nichols, publisher of the paper, ran a couple of announcements stating that the paper was to change hands. After a short while the townspeople became curious, and pupils went forthwith to the shop and started their first work on the publication.

Pupils gather the news, write it, edit it, do the copyreading, the proofreading, lay out the advertising, sell it, and help with

the make-up. They stay from the time the first local news is turned in on Monday morning until the final paper is off the press later in the week.

Pupils are given by-lines over their stories if they are of any length, and the names of pupils laying out and selling the advertising are placed in the ad space in small type.

The method of selecting pupils to work on the paper has varied. Sometimes the whole class goes, other times those who have worked the hardest, and this year the group was selected on a scholarship basis for all classes.

A news staff was set up this year, with an editor-in-chief, a news editor, society editor, feature editor, and a proofreader. The business staff was also made up of five pupils. Only sixteen were taken to the shop this time, so six served as reporters or ran errands and took care of assigned duties.

The pupils were supervised by the journalism instructor and the editor. Both believed that it would be of more benefit for a smaller group to carry on the project, so that they would have more to do and be able to get some good out of their work.

Now, with the 1942 edition out, the pupils are looking forward to next year, when they will edit the *News-Publicist*. While the study of journalism in high school is not in the least to prepare pupils for labors in the field, it may sometimes encourage them to further study in this subject in college. Often high-school pupils have their interest in an occupation aroused by such an activity, accept it as a life work, and go on to success in it. So if that be possible with any of the Chandler pupils, their instructor will not feel that his added responsibility has been in vain.

EDITOR'S NOTE: *For more than ten years the journalism pupils of Chandler, Okla., High School have spent one week annually in getting practical experience in all phases of newspaper work on one of the local weeklies. One year they take over the Republican, and the next year they handle an issue of the Chandler News-Publicist. The pupils do everything from gathering the news to selling the advertising and helping with the make-up. Mr. Bumpus, who reports on the activity in this article, is principal of the school.*

SCHOOLS for VICTORY

Department of ideas, plans, and news
on the high schools' part in the war

Six Changes to Improve Pupils' Health

Recently the El Paso, Tex., Public Schools have awokened to the fact that they have been contributing to the causation or aggravation of physical defects, unhealthy attitudes, and mental ill health of pupils, reports E. J. Cummins, president of the Board of Education of El Paso, in *The Texas Outlook*. In the wartime emphasis on better health, the following conditions are being recognized and improved:

Many of the classrooms were poorly lighted, and were equipped with highly varnished and polished furniture. There was too much blackboard space, and walls were painted the wrong color.

Authorities had guessed at the size of seats needed, and had had them fastened to the floors in rows, disregarding the pupils' requirements.

Teachers had been allowed to control the temperature of the classroom and the amount of fresh air to suit themselves rather than the needs of the pupils.

Lunchroom periods were too short to allow proper eating habits. There was little opportunity for instruction in the proper choosing of food. Often, children were allowed to do the very things they had been instructed not to do.

Other broader improvements include increased emphasis on physical education, and physical examinations for pupils.

Coat Hangers

A drive to collect coat hangers for the men in a nearby service camp was sponsored by the Boys Hi-Y Club of Chatham, Va., High School. This is a minor matter—but a sizeable contribution toward final victory is being made by countless thousands of such small-potato projects.

Let There Be More Pupil Wartime Songs

A state-wide contest is being held in Louisiana to select an official High School Victory Corps marching song for Louisiana high schools, announces *Louisiana Schools*. The contest is open only to high-school pupils. Both words and music must be origi-

nal. A pupil team of two, composer and song writer, is allowed. Teachers help on harmonization, band arrangement, conductor's score, and parts.

If your school has talented pupils, they can be encouraged to create a Victory Corps march for Old Jefferson High itself, and war savings songs—even scrap-collection cheers, not all of which should end with "Scrap! Scrap! Scrap!" In short, if no great timely music is likely to emerge from your school, perhaps the pupils can come through with some new designs for good, honest noise.

Lady Shop Teachers?

Less than one-fourth of a normal year's replacements of industrial-arts teachers will be obtainable by schools to supply a demand which is at least ten times that of a normal year, states R. W. Edmiston in *School and Society*.

A survey of county superintendents in Ohio showed that few superintendents or school boards would accept women as industrial arts teachers, preferring men with 3 rather than 4 years of training.

(But Oklahoma City, Okla., Public Schools, fearing a shortage of men in industrial arts, have decided to accept applications from women, reports the *Oklahoma Teacher*.—Ed.)

Rocky Ford Pupils Save Army's Tomatoes

Tons of tomatoes and onions under contract to the Army were saved in September by pupils of Rocky Ford, Colo., junior and senior high schools, reports *Colorado School Journal*.

During the first four weeks of school, pupils released from some of their school work harvested 11,208 hampers of tomatoes and hundreds of crates of onions for which no other farm labor was available.

Class sponsors who were in charge of the groups assigned to various fields kept records to find the fastest pickers in each class. The winners received war savings stamps.

While not of such deathless status as "Don't give up the ship" or "Lafayette, we are here", the words of Superintendent J. H. Wilson in this emergency

must be recorded: "It would be best to concentrate on the tomatoes as the onions will keep."

Farmers Repair, Construct Equipment at School

The past summer the shop of North Syracuse, N.Y., High School was kept open so that farmers of the vicinity could have the facilities and supervision for repairing or constructing their machinery and equipment, reports Donald J. Watson in *New York State Education*.

Besides newspaper publicity on the project, many means of personal contact were used. Pupils had been asked to locate farmers who would be interested in such service, and these were visited. Key farmers were asked to spread the word. And those who came to work or take training in the shop were encouraged to bring a neighbor or two next time. The shop teacher was given funds for traveling around the countryside to interest the farmers.

And so the course in repair and construction, offering 15 hours of instruction and work a week, began. The farmers chose their own time— evenings from 8 to 11.

The average farmer is not able to own an arc welder, electric drill presses, acetylene welding outfit, hoists, complete socket wrench outfits, and numerous small tools. The school has them in its shops. And following the summer course, the school planned to make it possible for farmers to feel free to use these facilities at any time.

Principal's Letter

Frank T. Dolbear, supervising principal of Tunkhannock, Pa., Borough Schools, sent an illustrated, mimeographed letter on October 27 to all former pupils now in service, explaining the wartime activities of the high school.

The copy sent by Mr. Dolbear to this department tells how war stamp and bond sales are going, describes the new obstacle course for "commando" physical education, mentions the new High School Victory Corps, new wartime courses, incidents of the scrap collection drive, and other matters.

Pupils Make 20 War Maps for Army Hospital

So far, 20 scale maps of war areas over the world have been made for soldiers in a nearby army hospital by pupils in a social-studies class of Riverhead, N.Y.

A Junior Red Cross consultant had visited the patients in the hospital, and had learned that they

were hampered in following the progress of the war by lack of maps.

Pupils of the class welcomed the opportunity. They apportioned the "trouble spots" of the world, and each made a map of a region that interested him most. No one wanted to map Japan until one girl decided that Japan might become the biggest trouble spot of all, and chose it. One pupil who didn't like map making became responsible for research, and gathered original maps for the class.

The maps were made on large sheets of drawing paper, and colored in crayon. To avoid confusion, coloring was according to sovereignty before the war. Sets of small flags were made, to be stuck in pincard holders as territory changed hands.

At the end, each pupil knew a lot about his own map and little about the others. So each made his map the subject of his 10-minute talk in English class, presenting a dress rehearsal for the benefit of the social-studies class.

How a Champion Collects Keys for Navy

Keys contain scarce metals needed by war industries—so a few tips from an 11-year-old champion key collector, Carl Hoagland of New York City, may be useful to your pupils. Carl collected 6,500 keys in the city's "keys for victory" campaign, and after it was over continued to round up keys at the rate of about 500 a day, says the newspaper *PM*.

Carl has two methods of collecting keys. One takes leg work, the other tact. He spends most of his afternoons ringing doorbells, persuading housewives that they will find some old keys if they look, and that no good will ever come of hanging on to them. But the more productive technique is worked on customers of his uncle's beauty shop. He hands them their handbags and asks them to look for unneeded keys. Once he gets them to take out their key rings, he asks what each is for. This turns up keys that have no use. Then he asks them whether he may call at their homes for other old keys, explaining that the Navy needs the keys and they don't.

Materials on Australia

Geography of Australia, a study-outline for junior-high grades, and Outline of a Study Course on Australia, for high-school use, are free publications offered to teachers by the Australian News and Information Bureau, 610 Fifth Avenue. The geography booklet lists other material on Australia offered by the Bureau for school use. Come to think of it, what do you know about Australia?

(Continued on next page)

SCHOOLS FOR VICTORY (*Continued*)

Letters to Parents

This fall Indiana pupils have been cooperating with the State Payroll Allotment drive by writing letters to their parents, outlining the ways in which each child can help to reduce family expenses so that the parents may participate in the payroll war-savings plan. This project reaches many parents who would not otherwise be reached by war-savings representatives.

Victory Concerts by School Music Groups

A series of Victory Concerts is being organized in Texas, in which more than 1,100 schools have enrolled their orchestras, bands, and choral groups.

The program of concerts is being sponsored by the Texas Music Educators Association and the State Department of Public Instruction for three purposes. First, the concerts will strengthen the War Savings Program, as admission will be only by purchase of a stamp or bond, to be retained by the purchaser; second, they will raise civilian morale because of their patriotic nature; and third, they will provide good free music throughout the State.

There's no reason why individual schools in other states can't stage similar concerts. The Texas program has the goal of selling a million dollars worth of stamps and bonds. The Bureau of Internal Revenue has ruled that where the only admission is the purchase of stamps and bonds to be retained by the buyer, there is no amusement tax.

School Papers: Sparkplugs for Victory Work

The staffs of student publications are major generals of win-the-war strategy in the schools. They can organize and publicize the war activities. They can have special departments in their papers and direct the writing of special articles. So reports the Committee on Newspapers and Magazines of the National Council of Teachers of English, in *The English Journal*.

The school paper staffs can help in the systematic mobilization of clubs and school-wide organizations by telling the members what they can do, how they can do it, and by reporting what they are doing so that everyone will see his responsibility in the total mobilization. There is safety, including drills and inspections; the mobilization of pupils with bicycles and skates as messengers; the changing of social affairs into war activities; the collecting

of scrap; saving and utilizing of supplies; buying bonds and stamps, etc.

Bulletin boards and wall newspapers in classrooms and halls can be mobilized to supplement the printed publications, or they may be used where publications do not appear frequently, or where there are no printed publications.

Keep School Buses Rolling

School Transportation in Wartime is an illustrated handbook prepared by participants in the Work-Conference on School Transportation in Wartime at Washington, D.C., in September. Copies may be ordered from the publisher, the American Automobile Association, Pennsylvania Ave. and 17th St., Washington, D.C.

Proposals to make present buses do a better job without breaking down include rerouting to avoid unnecessary mileage, eliminating competition between schools for pupils, restricting use of school buses to essential trips, requiring regular mechanical inspection and preventive maintenance, and reconditioning of old buses.

Victory Corps Caps

Inexpensive Victory Corps caps and cut-out insignia are being produced by several manufacturers, and should be obtainable from local distributors by now, or shortly, announces the U. S. Office of Education.

And that diagram on page 27 of the *High-School Victory Corps Manual* is all wrong. The insignia should appear on the left front side of the cap, not on the right side. This belated fashion note is also from the U. S. Office of Education.

Portland Pupils Work for the Boys in Camp

Junior Red Cross chapters in Portland, Ore., have been hard at work on the recreational needs of men in nearby army hospitals and camps, reports the *American Junior Red Cross Bulletin*.

Recently a one-week house-to-house canvass was made for raffia, tooling leather, and wood for carving with which to make recreational articles requested by commanding officers of military hospitals in the region.

Other JRC members have been busy making games, ping-pong tables, and other game equipment, and have collected musical instruments, phonograph records, and player-piano rolls, for distribution to camps.

Victory Bank Puts School in War Savings Lead

A Chinese pupil quietly shoved \$1,050 in cash across the counter of the Northwestern High School Victory Bank in Detroit, Mich. The family savings from a Chinese laundry were being converted into war bonds.

The school's Victory Bank project has helped it to rise from the lowest record among Detroit high schools to "tops" in the city. There is a red, white, and blue booth at which stamps and bonds are sold. Each week the homeroom with the highest purchase record appoints two pupils to serve as Betsy Ross and Uncle Sam to man the booth in costume, as salespeople.

Each Tuesday the booth is opened with bugles blowing and a musical feature broadcast to all classrooms over the public-address system. As part of the campaign, pupils are encouraged to create songs, slogans, and speeches in behalf of war savings.

Girls Scrap Boys and Win; Scrap Dance Later

An extra element of interest in the recent scrap drive of Tunkhannock, Pa., High School was competition between the boys and the girls, reports Frank T. Dolbear, supervising principal, in a letter to this department. The side that collected the most scrap was to be given a party by the losers.

The girls won.

In an effort to dig up additional scrap, the school had a dance, to which admission was 10 pounds of metal. Money from the main scrap drive was invested in war bonds. Income from dance-admission scrap was given to the USO.

Exhibits Publicize School's Wartime Projects

Pupils of Fairmount Junior High School, Hackensack, N.J., like to dramatize their wartime projects through displays and exhibits, we gather from a double-page spread of pictures in *New Jersey Educational Review*.

Each week the pupils send Boxes for Buddies to relatives and neighbors in the armed services. They showed outward evidence of this in a display of both opened and wrapped boxes, with a large, pupil-drawn map for background.

When the home-economics girls studied "Food for Defense", they staged an exhibit of the food they had prepared, before a cloth backdrop decorated with posters and charts.

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

Other displays included Red Cross work and model airplanes constructed for the Navy's plane-identification program. And in one permanent glass-case exhibit there is a lifelike model of a battleship sinking, entitled "Remember Pearl Harbor".

Untapped Source of Scrap

There is plenty of scrap along the highways, contends Superintendent C. C. Bell, of Velma, Okla. Recently when school was dismissed for half a day so that most of the pupils could help in harvesting, 20 pupils stayed to test Mr. Bell's idea. In two groups, they were driven 3 miles from town on two different roads, and walked back, combing the roadsides.

The result, reported by *Oklahoma Teacher*: 241 pounds of iron, 88 pounds of rubber, 10 pounds of rags, 22 usable bottles, 2 pounds of paper, and one-fourth pound of zinc.

Current Events for All

Pupils in the lower classes of Evander Childs High School, New York City, who are not programmed for history have been missing an opportunity to discuss war issues and current events. This problem has been attacked by a joint social-studies and English group of the school's Committee on War Information, reports Principal Hyman Alpern to this department.

As one solution, sophomore English classes are studying contemporary issues through the reading of periodical and other current literature. Later, a sophomore course on "What the War Means to Us" will be introduced.

MYSTERY NOVELS:

Good fare for my English classes

By EARL J. DIAS

WE TEACHERS, especially those of us whose business is teaching English, must now face the uncomfortable realization that the mystery, or detective novel, has become an integral part of the reading curriculum of many adults.

No longer can we brush aside the detective novel as bothersome trash of no account, for the alert adolescent will remind us that his father and mother, both educated people, are avid devotees of the "Who dun it?" variety of literature; or that his uncle, a college professor, regards the mystery story as a pleasant and informative means of relaxation.

As an English teacher, I arrived months ago at the conclusion that the time is here for a re-examination of the mystery novel and the problems it presents to secondary-

school English departments.

Many of my colleagues have told me that their chief objection to the detective form of literature is their belief that mystery stories are "potboilers", hastily written, and devoid of literary technique. However, these dyed-in-the-wool objectors, in the snug safety of their ivory towers, have failed to keep pace with the phenomenal development of the mystery novel during the past decade.

It is no longer true that mystery stories are of the Nick Carter variety, merely thrown together. On the contrary, there are a good number of talented and conscientious living writers who have made it their business to turn out literate, well-constructed, adult mysteries. It is safe today to venture the opinion that a good mystery story is also a good novel.

During the last year or two I have, of necessity, made a rather careful study of the best present-day writers of detective stories, and I have found that many of them are, on the whole, able craftsmen, writing, in the majority of cases, as well as most other novelists in this age of literary mass-production. In fact, a good mystery story from the pen of a painstaking master is very often superior to the thousand-and-one novels of nondescript variety which flood the bookstore counters in the spring and fall publishing seasons.

In view of these conclusions, once or twice during the school year I allow my English classes, as part of their outside reading activities, to read from a selected list of mystery novels.

There are many advantages to such an assignment. First, most adolescents like to

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EDITOR'S NOTE: If you still think that all detective novels are trash, Mr. Dias is here to enlighten you. And his statements are well supported by the opinions of many intelligent, discriminating readers and authors. What Mr. Dias recommends is not that we hand our non-academic low I. Q.'s a mystery novel to keep them quiet, but that once or twice during the school year we give all of our English classes a turn at a list of good mysteries, as part of their outside reading. In this article you may learn something about the status of the modern detective novel at its best. And there's a selected list of 29 such books, ranging from Poe to Agatha Christie. All of the corpses are guaranteed to be high-class. Mr. Dias teaches English in Fairhaven, Mass., High School.

read mysteries, and as a result no carefully-planned motivation is necessary. Second, the young reader can be taught to recognize certain phases of literary technique, character development, and careful construction in the novel itself.

For example, before presenting my selected list of novels, I usually discuss with the class certain necessary characteristics of a good mystery story (characteristics which, incidentally, have a carry-over value to the judgment of any type of novel). I emphasize the fact that a worthwhile mystery novel has a simple, direct style, worthy of emulation. Many detective novel writers pay strict attention to building up the reality of the setting, characterization, and plot. Above all, a mystery story must convince the reader.

The competent mystery writer is fair to his reader; a reasonable, logical explanation of the crime is buried in the story itself. The reader, if mentally alert, is expected to note each clue, and to draw his own conclusions. A *deus ex machina* of any kind is taboo among the best mystery writers. Most important of all, a mystery, like most good fiction, should have a unified, compact plot, containing no extraneous material.

Objectors to the mystery story claim that the reader derives no profit from them. With this, let me hasten to disagree.

No reader of average intelligence can, to cite a notable example, read Ellery Queen's *The Chinese Orange Mystery* without obtaining some interesting sidelights on philately. Most of Erle Stanley Gardner's novels present the reader with enlightening facts about the law, for the author is himself an able lawyer. And the reader of R. Austin Freeman's Dr. Thorndyke stories finds himself becoming intimately acquainted with the ultra-scientific and often amazing methods of modern police investigators.

Howard Haycraft, in his authoritative *Murder for Pleasure: the Life and Times of the Detective Story*, informs us that Dr.

Thorndyke is the only detective in fiction whose methods have actually been copied by modern police investigators.

A brief history of the detective story is usually of interest to the pupil. Edgar Allan Poe is, of course, regarded as the father of the modern vogue in fictional detectives, and his particular creation is M. Auguste Dupin, who applies his keen powers of observation in such stories as *The Murders in the Rue Morgue* and *The Purloined Letter*.

The most famous of all fictional detectives, the inimitable Sherlock Holmes, first appeared in A. Conan Doyle's *A Study in Scarlet*, published in 1888, and the Holmes stories appeared periodically until 1902. Other famous detective story writers of the nineteenth century were the Englishman, Wilkie Collins, a contemporary of Charles Dickens, whose *The Moonstone* and *The Woman in White* have attained the stature of classics among mystery thrillers; and Herr Hoffman, a German contemporary of Poe. The twentieth century is, obviously, the golden era of detective fiction.

It is well to remember that some of the more obvious objections to mystery stories may easily be refuted. There is no more blood and thunder in the average detective novel than there is in such Shakespearean tragedies as *Hamlet* and *Macbeth*. Furthermore, in the majority of mystery novels the criminal is eventually tracked down and made to pay for his crime. Thus the familiar "Crime doesn't pay" motif is usually in evidence. The fact is that no seasoned reader of mystery novels would ever reasonably want to follow a life of crime after reading of the deadly, scientific accuracy of modern methods of crime detection.

I want to emphasize, in conclusion, that I am not advocating the mystery novel as the *pièce de résistance* in the high-school English curriculum. Rather, I am asking that the mystery story be given a trial, perhaps once or twice during the school year, as an outside reading activity. We

teachers do not want to produce a nation of readers of nothing but detective fiction, but an occasional reading of a carefully-selected mystery novel can be both interesting and profitable.

The following is a list of mystery novels adapted to high school readers. They have been selected because of their excellent construction, characterization, informative value, and commendable literary quality:

Bentley, E. C., *Trent's Last Case*

Carr, John Dickson

The Gilded Man

The Problem of the Green Capsules

The Problem of the Wire Cage

The White Priory Murders

Chesterton, G. K.

The Incredulity of Father Brown

The Secret of Father Brown

Christie, Agatha

Murder in the Calais Coach

The Murder of Roger Ackroyd

Collins, Wilkie, *The Moonstone*

Doyle, A. Conan

Adventures of Sherlock Holmes

The Hound of the Baskervilles

Freeman, R. Austin

A Silent Witness

Dr. Thorndyke's Discovery

For the Defense: Dr. Thorndyke

Mr. Polton Explains

The Mystery of Angelina Frood

Gardner, Erle Stanley

The Case of the Drowning Duck

The Case of the Empty Tin

The Case of the Haunted Husband

Poe, Edgar Allan, *The Murders in the Rue Morgue*

Queen, Ellery

The Chinese Orange Mystery

The Door Between

The Dutch Shoe Mystery

Stout, Rex, *The Broken Vase*

Van Dine, S. S.

The Bishop Murder Case

The Greene Murder Case

Walling, R. A. J.

The Corpse With the Eerie Eye

The Corpse in the Green Pajamas



Tool Club Teaches Girls to Be Handymen —Women Teachers Form Branch

The changing pattern of civilian life makes it advantageous for girls of high-school age to know something about the simpler forms of home mechanics. The use of this knowledge in the home, summer camp or evacuation camp may soon be a matter of dire necessity.

With this idea in mind, a Tool Club was organized in Girls High School in the spring of 1942. Members of the club have been taught various mechanical techniques that have already proved to be of advantage in the home and may serve as a foundation for training in a defense plant. Each girl in the club is taught how to:

1. Connect an electric plug and receptacle.
2. Turn off the water and gas in the basement.
3. Replace electric fuses.
4. Replace washers in a water faucet.
5. Clean a stopped sink drain.
6. Replace window glass and sash cord.
7. Repair a garden hose.
8. Tend a furnace.
9. Repair a roof with plastic.
10. Learn general use of screws, nuts, bolts.
11. Learn general use of tools.

We have no workshop in Girls High School. If we had one we should probably not use it, since this preliminary training would find its application at home. We use tables, chairs, and benches. The girls are taught to become proficient with pliers, screw drivers, saws, wire cutters, wire and a bench hook. Many simple devices such as the use of soap on a saw and on screws, driving hinge pins from a locked door, countersinking screws, setting nails, and using lock washers become common practice with them.

Several teachers asked if there could be a faculty branch of the Tool Club. An inquiry revealed that forty-three teachers wanted to learn how to use tools, and a faculty branch, meeting out of school time, was formed. An eighteen-page handbook was made and given to the members of the Tool Club. Other copies are still on sale at 50 cents. Many of these have been bought by those who want this information for themselves or friends.

In the event of an evacuation from the city, teachers and students will be called upon to perform mechanical jobs. Those who have been members of the Tool Club are prepared.—JOSEPH ALMON in *High Points*.

ACCIDENTS:

*And today's Junior
Red Cross program*

Public Enemy No. 1

By

KATHERINE BLOOD

NEWS OF Japanese suicide squadrons—of human incendiary bombs—draws nothing but contempt from the American people. To citizens of a democracy human life is not cheap. In the battles raging over our far outposts there is no loyal American citizen who is not deeply concerned, concerned over every individual loss of life which occurs. Yet last year alone 101,500 persons were accidentally killed in this country—not in chasing enemy subs, not in convoying vital war supplies, not in holding Bataan or the Dutch East Indies—but in ordinary civilian life.

They were killed because they couldn't wait those extra seconds for the green light; failed to lift their foot from the accelerator in time; forgot to dry their hands before switching on the light; slipped on instead of walked over a rug. These are only a few of the many accidental methods by which thousands of people succeed in dying young.

In a three-year period more persons were killed in accidents in the United States than were killed in action or died of wounds in our armed forces in all of the wars in which the United States fought from 1775 through World War I. In the three-year

period 292,000 persons died from accidents; 244,357 Americans were killed in all the wars up to World War II.

Most of these deaths from accidents as well as the thousands of injuries, which often result in permanent crippling and disfigurement and in loss of school and work days, might easily have been prevented if ordinary caution had been used.

If over 100,000 persons had been killed because of the carelessness or lack of foresight of public officials, a Congressional investigation, with punishment of the culprits, would be demanded. But there is no one culprit who can be held guilty for the thousands of accidents that occur yearly, nor are there any penalties which will remedy the situation. It is an educational job. We are a nation of people who need to be trained and conditioned to thinking in terms of accident prevention. Next we need to learn how to save lives through administering First Aid to the injured until the physician arrives.

Recognizing the wisdom of beginning this education with children in the schools, the American Junior Red Cross—the Red Cross in the schools—has for many years been teaching young people both accident prevention and Red Cross First Aid.

Pupils are taught to think first in terms of prevention. They are taught such things, for example, as how to avoid plunging down the stairs to a broken leg; how to keep both bicycle and rider out of the junk heap; how to ride *on* rather than *under* a boat.

Accident prevention in the schools is often taught as a part of all classes. It is taught in hygiene, the natural and social

EDITOR'S NOTE: *The war has brought the American Junior Red Cross into a position of greater responsibility and importance. What its 14,000,000 young members are learning and doing, in daily life and in wartime activities, is the subject of this article. Miss Blood is a member of the headquarters staff of the organization at Washington, D.C.*

sciences, industrial arts, home economics, agriculture and physical education. This instruction is directly related to the use of equipment and materials in these courses.

When accidents do occur, however, whether in the form of a broken rib, an arterial wound, a sprained ankle, or other injury, these Junior Red Cross First Aiders know the temporary treatments to give until the arrival of a physician.

Because of this special training in accident prevention and First Aid, members of the American Junior Red Cross—14,072,922 of them—are today assuming responsible positions of leadership in civilian defense. While members of the adult Red Cross have established First Aid Detachments in industries, office buildings, department stores, colleges, and in all other places where large groups of people congregate, members of the Junior Red Cross are establishing First Aid Detachments in the high schools.

In order to qualify for membership in the Detachment pupils must be juniors or seniors in high school, or 17 years of age or over, and must have passed both the Standard and Advanced Red Cross First Aid courses. The standard is a 20-hour course; the advanced is 10 hours. Each Detachment is required to have a minimum of 15 and a maximum of 50 pupils. Either a large school building or a number of smaller school buildings is covered by each Detachment.

Membership in these Detachments is voluntary. No fees are charged. If the school lacks a sufficient number of teachers who are qualified to be First Aid instructors, the Junior Red Cross Chairman arranges through the First Aid Chairman of the Red Cross Chapter, or through the Chapter Director of First Aid, to bring in additional instructors from the Chapter. Each Detachment has at least one teacher member. The Detachments are divided into squads of not fewer than five persons, and are maintained for the purpose of training sessions, for practice, and for service as squads in times of emergency.

Throughout the country Junior Red Cross members are also busily engaged in their manual training shops in making such articles as traction splints and stretchers for use in the nationwide Red Cross First Aid training program. Both the splint and the stretcher are made of wood in order to conserve essential war metals. The traction splint, used for relief of fractural injuries, has been designed to serve either as an arm or a leg splint. In addition to the splints and stretchers such First Aid articles as may be requested by the local chiefs of the Emergency Medical Service may be made by the Juniors. It is possible that the Juniors may in the future be called upon to make wooden boxes for the standard Red Cross First Aid Kit, now made of metal.

Not only is First Aid being called into use in civilian life, but on the battlefronts—on sea and on land. After the attack on Pearl Harbor one man, a dentist who had received Red Cross First Aid training, directed all the First Aid work aboard one bombed and burning ship. The senior medical officer was ashore and the junior medical officer was killed during the bombing.

While Junior Red Cross members are not likely to have to demonstrate their First Aid ability under any such circumstances, they are serving in everyday life in no less essential capacities.

Not only do these accidents bring an untold amount of suffering, but they are expensive. They are expensive both in dollars and cents and in lost time that might have gone into the building of planes and tanks and bombers. They are expensive in that they may rob men in our armed forces of needed doctors and nurses and medicines. Accidents are public enemy No. 1 in America's war set-up.

Junior Red Cross members are not unaware of these facts. They as citizens in a democracy are accepting as their responsibility the task of helping to conserve the most strategic of America's war materials—human resources.

High-School Teacher *on the* HOME FRONT

*Handling a key job
in the war effort*

By H. H. MILLS

THE PAST QUARTER century has witnessed many significant developments in American secondary education. One of the most far-reaching of these has occurred since our entry into World War II. This most recent development has resulted from the recognition by school men, federal government officials, and the public generally of the strategic position occupied by the high school in the present war effort.

Various federal government agencies have utilized the facilities and personnel of the school for many types of war services. In an effort to assume its vital role in winning the war and the peace, the school has made many adjustments in its organization. Curriculums have been revised. Teachers have been assigned additional tasks. Committees of school administrators and teachers have engaged in formulating new plans and policies.

No patriotic person questions the need or value of these innovations in the program of the school. It is doubtful, however, that sufficient recognition has been given to the role of the individual teacher. The effectiveness of the secondary school in this life-or-death struggle of democracy, in the last analysis, is dependent upon the degree of

effectiveness with which each teacher meets the issue in his classroom. The teacher's zeal, his devotion to young people and country, and his understanding of his important role will determine in large measure the success or failure of the war efforts of the school.

While the teacher may be asked to assume many responsibilities which he would not be expected to in time of peace, his main responsibility will consist of *doing better many of the things he has been doing in the past*. This does not mean "education as usual" but rather a new emphasis, a new vitality, and an enlarged vision of education as a process of making differences in the thoughts and actions of people.

In normal times teaching presents, to the teacher of vision, a challenge for social service unparalleled by any other profession. This is doubly true in war times. Perhaps it is not an overstatement to apply, to the work of American school teachers, the words of Winston Churchill in speaking of British Airmen—"never have so many owed so much to so few". Not only does the successful conclusion of the war rest in part upon the teacher's efforts in maintaining more on the home front; if the hazards of peace are to be overcome, the teacher must prepare the minds and hearts of the generation that will have to grapple with those problems.

The different phases of the teacher's work in connection with the war are closely related and mutually interactive upon each other. The fact that this article will focus attention on one function does not mean that it is his sole or even most important duty. However, the teacher's opportunity to



EDITOR'S NOTE: *In a people's war, what goes on back on the home front is of tremendous importance. And that is why America's high-school teachers occupy one of the key positions on this front. What they can do about it is discussed in this article. Prof. Mills is director of student teaching in the College of Education, University of Colorado, Boulder, Colo.*

establish and maintain morale on the home front represents an area in which a significant contribution is greatly needed.

It is a truism to assert that modern wars are won or lost on the home front. It should not be forgotten that the home front consists, in addition to adults, of approximately seven million adolescents enrolled in secondary schools. And these youngsters are all either potential members of the armed forces or workers in war industries.

Unless the war ends before all present conditions indicate, the majority of the boys now enrolled in high school will see service in the armed forces, and the girls will take their places in various activities directly connected with the war effort. Regardless of the skill with which the military forces train them for those services, the efficiency of these boys will be determined largely by the physical, intellectual, and spiritual preparation they receive in our secondary schools now.

Aside from any consideration of the future activities of these adolescents, their present attitudes are significant in that the morale of the adult members of the population will be affected by the degree of calm, intellectual thinking of their children.

The essence of morale is contained in a recent statement of Dr. John W. Studebaker, in which he characterized morale as a "matter of feeling oneself necessary and useful to a program or process in which he so wholeheartedly believes that he is willing and eager to give himself to it."

The attainment of morale among high-school pupils, therefore, involves two things: First, youth must possess a clear understanding and an abiding faith in the democratic way of life. Second, there must be abundant opportunities for youth to contribute to a realization and continuance of that way of life.

The first objective, that of revealing to youth the true meaning of democracy, can be achieved by (a) a democratic social environment in the classroom and throughout

the school in which children can discover for themselves the satisfactions of democratic living, (b) careful study of the great documents of democracy, such as the writings of Jefferson, the American Declaration of Independence, and the Constitution of the United States, with special emphasis upon the Bill of Rights, (c) a comparison of life in democratic and totalitarian countries.

The second objective—that of the satisfaction of feeling that one is worthwhile in perpetuating the higher values of life—can be achieved by engaging in activities which contribute directly to that end.

High-school children are concerned, more than we know, about this war. Many of their brothers, their parents and friends are directly engaged in it, and they are disturbed by their apparent lack of opportunity to help. The teacher can establish feelings of self-assurance and self-confidence by arranging opportunities for pupils to participate in activities directly related to the war effort, such as salvage campaigns and the construction of games to be sent to army and navy camps. Not only are these materials of value, but of even greater significance is the satisfaction that comes to the child in the thought that he is doing his part along with other children and grown-ups in the winning of this "peoples' war".

If there is any apathy or indifference on the part of the adults of the community in regard to the war, the classroom teacher has the opportunity and the obligation, directly through the children and indirectly in public meetings and elsewhere, to assist every person in the community in seeing more clearly the seriousness of the war.

If all our people understood that "the chips are down"—that this is a struggle for survival to determine whether we are to become slaves or remain free men, a more unified and all-out effort would be made by every straight-thinking American. Every teacher should recognize that his leadership in this matter is not only imperative but a sacred obligation.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, R. ELIZABETH REYNOLDS, JOSEPH BURTON VASCHÉ, HARRISON BARNES, and FRANK I. GARY.

Now is the time for all good teachers to come to the aid of the profession by cultivating a sense of humor. He who laughs—lasts. E. E. P.



The Lowdown

Modern school plant: The town's costly dream building, whose streamlined walls are opaque enough to hide the out-of-date textbooks and paltry library within.

Senior exams.: Receptacles for the ashes and clinkers of what a pupil has learned in 12 years.

Educational authority: One whose ignorance is highly specialized.

Low I. Q.: The problem that teacher couldn't work.

H. B.



Keeps Us Young

There is nothing like teaching in high school to keep a woman young, that is—if she survives the first ten years.

Yesterday afternoon class group meetings were held. Winston—as handsome an Indian brave as was ever written about in song and story—tall, lean, and the possessor of a beautiful voice—usually occupies a seat at the library table near my desk when a section of the senior class meets in my room.

Yesterday when the pupils came into the room there was an extra chair at the library table and Winston was not pleased, so he pulled his chair up to my desk and sat down. Since I was eager to finish an article in THE CLEARING HOUSE on a project that I was beginning, I attempted to read a few



EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

paragraphs while the class was assembling.

"Why don't you stop looking at that magazine?" asked Winston at last. "You know you're not reading. You're looking at me."

I couldn't help laughing. "You're so silly, Winston, and besides you were born thirty years too late."

"Oh," he gasped. "Does age make a difference?"

R. E. R.



Last week we heard an eloquent and forceful talk on Our Schools Can Save the Country. The only loophole in the argument seemed to be HOW? We didn't trust the speaker, anyway. His I's were too close together.

E. E. P.



Point of View

Public address system broke the silence of all classrooms in Sinktrap Consolidated High School with the nasal scratch, "Attention all men teachers! There is a big fight in progress on the baseball field. Run out there as fast as you can go and take away the bats the boys are fighting with!"

"Isn't that terrible! A thing like that happening in our school!" panted the biology instructress as she dashed into the English room across the hall.

"It's disgraceful! The idea of our principal closing a sentence with a preposition! He should know better!" coldly remarked the spinster who made grammar teaching her business.

J. B. V.



Even our dullest children are lots brighter than we give them credit for. As Grandma used to say, "Don't count your boobies before they're hatched."

E. E. P.



Clem Shrewdy Again

A mathematics teacher in our school contended that assignments should not be made on Fridays.

He argued, "I only work five days a week, so why should I expect my pupils to work six days?"

He is still pondering over Clem Shrewdy's remark, "I make that four for the pupils." F. I. G.

Professional READING:

A summer-school group of 77 teachers confess how little educational literature they cover

By
J. HOWARD KRAMER

IT IS GENERALLY accepted, even by teachers themselves, that professional growth is important and that one method of securing this growth is through planned professional reading.

Writers in the field of teacher training when discussing in-service education of teachers frequently stress the importance of reading several professional magazines and books during the year. Earl Clevenger made the following pertinent statement which was published in *Business Education World*, November 1937:

"Our teaching is just as young as our methods. In our teaching, by reading regularly and thoroughly our professional magazines, we are able to improve our methods and our teaching".

In the matter of professional reading of teachers we apparently have another instance where teachers and administrators are willing to admit the value of a certain activity but still fail to produce any considerable amount of practice. We profess to believe certain things but our actions refute our statements.

A report of the American Council on

Education entitled *Educational Studies and Their Uses*, published in 1940, showed that school administrators are not as familiar with educational studies and reports as one might expect them to be. The number who were not familiar with the Seven Cardinal Principles, the National Survey of Secondary Education, How Fare American Youth, Evaluative Criteria, and Education for American Life is rather surprising.

Frances Harwich in an article printed in *Educational Method*, October 1939, presents additional information regarding the professional reading of teachers. She points out that in an informal survey of thirty-two nursery-school teachers employed in large city school systems almost twenty-five per cent read neither professional books nor magazines from one year to another.

The writer working with a committee including H. W. Helm, superintendent of schools at Tripoli, Iowa and Fred F. Lening, junior-high-school principal at Ft. Benton, Montana conducted a limited study on the professional reading of teachers during the summer of 1942 at the Colorado State College of Education.

The information desired was collected by means of a questionnaire which contained items relative to the present status of the teacher's reading, provisions which the schools make for reading, and the attitude of the teachers toward professional libraries in schools. Seventy-seven questionnaires were collected, of which 56 had been checked by high-school teachers and 21 by elementary teachers.

Fifty-four per cent of the high-school teachers who returned questionnaires indi-

EDITOR'S NOTE: During the past summer Mr. Kramer and others made an investigation of the professional reading done in the previous 12 months by 56 high-school teachers and 21 elementary-school teachers. The facts are given here. The author explains that this limited study can give only a glimpse of the national situation. But it is a significant glimpse. Mr. Kramer is superintendent of schools in Spearfish, N.D.

cated that they do not read professional books during the school year; 32 per cent do not read professional magazines. Fifty-six per cent of the elementary teachers read no professional books and 48 per cent do not read professional magazines.

This study indicates that there is little relationship between the number of years of experience a teacher has and the amount of professional reading he does. Beginning teachers were found to read slightly more than those who had sixteen or more years experience. The teachers who had from six to ten years experience were found to be doing the most professional reading. There is no important difference in the amount of professional literature read by high-school and elementary teachers.

The teachers reported forty-two different magazines which they read. Not many of these would be classed as the most important educational periodicals. It is assumed that most teachers receive the official organ of their state association and yet less than half of them read it. The number of these teachers who read each of the most frequently mentioned national educational journals ranged from 23 per cent to less than 2 per cent. A few of these teachers' schools make available some professional periodicals so that the faculty may have them to read.

Fifty-seven different books were read during last year by the teachers reporting. *A few teachers were responsible for the majority of the books.*

Only one or two teachers, however, reported reading books that might be regarded as educationally significant. Two teachers read during the past year *The New High School in the Making*, and one teacher each read the following books: *The Sabre Tooth Curriculum, Improving Instruction, Student Teaching, Education for American Democracy, Learning the Ways of Democracy, Youth Tell Their Story, Reading and Literature in the Elementary School, Read-*

ing Readiness and Youth and the Future.

The teachers who do read professional literature, do so for a variety of reasons, the most common of which was keeping up with educational trends, mentioned by 26 per cent. Nineteen per cent read to keep up-to-date; 17 per cent to solve problems; 12 per cent to learn about better teaching methods; 8 per cent to broaden experiences; 5 per cent to develop an educational philosophy; 4 per cent because such reading is required; 3 per cent to influence attitudes and less than 1 per cent to give talks and reports.

These reasons suggest that probably many teachers have as yet not discovered many good reasons for professional reading. This may serve as a suggestion that will be helpful to those interested in increasing this kind of reading.

More than half the teachers gave lack of time as the reason for not reading professional literature. This is not a new note. So frequent is mention made of this cause for not reading that one wonders whether it really is a reason or just an excuse. Conversation with busy professional men and women in other fields indicates the latter as the correct answer. Other reasons given by the teachers for not reading professional literature were that it was not available; it is too dry; the material is not practical or the material is not interesting.

The larger schools make available more professional literature for their teachers than do the very small schools. Of the schools represented employing five or fewer teachers, only 20 per cent provide a teacher library. Sixty per cent of the schools with six to ten teachers, 42 per cent of the schools having eleven to fifteen teachers, 66 per cent of the schools having sixteen to twenty teachers, 81 per cent of the schools having twenty-one to thirty teachers, and 45 per cent of those having thirty-one to fifty teachers make such provision.

The teachers included in this study secure professional reading material in the follow-

ing ways: 50 per cent through regular school budget appropriation; 11 per cent by pooling; 8 per cent through a teacher fee; and 4 per cent by borrowing or through voluntary contributions of the teachers.

The teachers reporting were generally willing to do something to aid in securing professional reading material. Twelve per cent were willing to contribute five dollars a year; 2 per cent four dollars; 9 per cent three dollars; 30 per cent two dollars; and 14 per cent one dollar. Twenty-five per cent said they were not willing to contribute money for such purpose and 10 per cent didn't say.

Of course, the 25 per cent who were not willing to contribute money may have been willing to do other things to stimulate the professional reading of themselves and others.

Most schools which now have teachers' libraries locate them in the private office of the administrator or in the administrative suite. A few schools have the teacher library as a part of the regular school library and there is much that can be said to commend this practice. Sixty-three per cent of the teachers, however, indicated that they would like a special room in the

school plant for the professional library. The writer believes this to be desirable for many reasons and commends this idea to those planning the construction of new school buildings or the remodeling of old ones.

Seventy-six of the seventy-seven teachers who reported favor a teacher library in each school building or system. And 86 per cent want to have a teacher administrative committee select the materials for such a library.

In concluding it seems appropriate to say that since professional reading is of recognized value every reasonable effort should be made to supply desirable professional reading materials in an accessible and attractive place in each school building. Moreover, much can be done by administrators, supervisors and teachers to help in developing teacher purposes for professional reading and in actually stimulating such reading.

If the whole picture is as bad as this glimpse indicates then some thought had better be spent on this problem—or a lot of writers of educational material should be told that their efforts are in a large part mere busy work.



A Teacher's Life—Yes Sir!

By H. H. RODMAN

Oh it's nice to be a teacher
Oh it's practically a snap.
You start to work at 8 o'clock
Quit at 3 for a midday nap.

Just cover your walls with "projects"
Use words like "integrate"
And the public loves you dearly?
But—they won't compensate!

Each month a big fat? pay check
Far more than you deserve.
Why cops, yes—garbage-pickers
Don't earn much more—what nerve!

And then, you must take courses
At \$50.00 per
A suit or dress must last 3 years
It's great to teach—Yes Sir!

Improving pupils' experiences in MOVING PICTURES

By A. L. MORGAN

BECAUSE commercial motion pictures are of special significance to all who have the welfare of the younger generation at heart, a study was made recently of the motion-picture experiences of Dowling Junior High School's pupils. Following are our findings, conclusions, and recommendations:

1. These boys and girls attend the movies on an average of 1.5 times per week, each spending the equivalent of 234 hours, or 39 six-hour school days, inside a motion picture house annually.

2. Ninety per cent of them must obtain their parents' consent before attending a movie.

3. They seldom disregard their parents' wishes about attending movies.

4. Seventy-three per cent of the parents tell their children murder, gangster, horror, and sex pictures are bad for boys and girls to see.

5. On the whole Dowling boys and girls attend movies alone or with friends of their own age.

6. Seldom are they accompanied by their parents.

7. Motion pictures have no appreciable effect on the health and growth of Dowling boys and girls.



EDITOR'S NOTE: This article is an abstract of a field study submitted in partial fulfillment of the requirements for the degree of Doctor of Education at Colorado State College of Education, Greeley, Colo., in 1942. Mr. Morgan is principal of Dowling Junior High School, Beaumont, Tex.

8. The amount of day-dreaming by these pupils is negligible.

9. The kinds of pictures they like most are airplane, cowboy, comedy, spooky, and love.

10. The four activities they most often want to engage in after seeing an exciting picture are: Talk with others about it; read a story similar to it; do something brave and daring; go out and have a good time.

11. The four kinds of thoughts and feelings they most often have after seeing a gangster, burglar, or bandit picture are: Think such persons ought to be punished; they are sorry for such persons; they want to be policemen; or they think nothing of it.

12. Only 50 per cent of Dowling boys and girls believe movies cause them to be good.

13. A majority of these pupils rated a list of fifteen personalities of varying social and occupational status in ways that would, generally speaking, meet the approval of parents and teachers.

CONCLUSIONS

1. The attitudes and beliefs of Dowling boys and girls are definitely affected by what they see at the movies.

2. Dowling pupils reveal that they receive little guidance in their motion picture experiences.

3. Dowling parents are not actively concerned about the kinds of movies their children see.

4. The practice of allowing boys and girls to attend movies alone or in company with friends of their own age is a doubtful one.

RECOMMENDATIONS

1. There should be a greater recognition on the part of teachers and parents that:

a. Commercial motion pictures influence the conduct, emotions, attitudes, and information of children and youth.

b. The ways in which they are influenced will depend upon the kinds of motion pictures they see.

c. The kinds of motion pictures they see will depend very largely upon the instructional program in the school they attend and the guidance given them by their parents.

2. The educational program in Dowling Junior High School should be modified so that boys and girls will develop higher standards for the selection and evaluation of the motion pictures they see. Such modifications should result in units of study that would aid pupils in choosing better motion pictures and in deriving greater enjoyment and profit from their attendance at movies. In order to accomplish this, certain things will need to be done:

a. The purposes of such units should be clearly stated. Teachers and pupils should not start developing units before they know what it is they want to do.

b. These units should be the product of the combined efforts of teachers and pupils in English, speech arts, social studies, science, art, music, library, home and industrial arts classes. Each should have something to contribute. English classes should give careful attention to the literary and dramatic features of motion pictures; art classes to settings; music to the music and sound effects; social studies and library to factual material; speech arts to voice qualities; home arts to costumes; science and industrial arts to lighting effects, photography, etc. These suggestions are only indicative of the many interesting contributions each can make to the development of such units.

c. There are many other ways in which teachers can help boys and girls select with greater care the motion pictures they attend. These include: (1) The utilization of bulletin boards, the school paper, and mimeograph notices in announcing screen productions soon to be shown which it will be to their interest to see; (2) the use of dependable motion picture guides and reviews; (3) the citations to books in the school library which tell of the origin

and growth of the motion picture industry in the United States and books which describe outstanding historical and literary films, including biographical sketches of eminent actors, directors, and producers.

3. The school should arrange for pupils of speech arts classes to appear before adult groups in the community for the purpose of discussing such subjects as "How should boys and girls choose the movies they attend?" "What should boys and girls know about the production and exhibition of motion pictures to derive the greatest benefit from attendance at the movies?" Such discussions should have a salutary effect upon both young and old.

4. The school should make arrangements with local theater managers whereby classes may see outstanding screen offerings at reduced rates. This could be done without very much effort on the part of the principal and teachers.

5. This problem of the movies should be given much consideration by parents. Through parent education groups and regular program meetings of the Parent-Teacher Association, parents should learn of the impact motion pictures are making upon the lives of their children. Parents should give sanction and encouragement to the principal and classroom teachers in helping children to get greater enjoyment and development from their motion picture experiences. Parents should be able to carry on critical discussions of movies with their children and thereby help them to evaluate what is seen and heard at the movies.

Parents should provide suitable conditions in the home for recreational activities so that children will know there are other interesting things to do besides attending the moving pictures.



The World Has Come to an End!

A few nights ago during an interscholastic football game we saw the cheerleaders of each school ex-

change places and lead their opponents in a few cheers. A nice stunt!—*School Activities*.

COORDINATION PLAN

How 6 teacher committees are improving the efficiency of Butte County's school personnel

By LOAZ W. JOHNSON

IN DICTATORSHIPS, where power is centralized and radiates from the top down, there is no place for coordination as we see it. There, force supplants coordination. In contrast, a democracy lends itself admirably to coordination procedures. In fact, it now appears as if coordination in government, industry, and education must receive serious attention if our American democracy is to survive.

Although we have had considerable coordination in government, a small amount in industry, we are just beginning to feel our way in deliberate educational coordination. Sections 4.195 and 4.252 of the California School Code make legal provisions for coordination services in the elementary and high schools of this state. It was under these legal provisions that Jay E. Partridge, County Superintendent of Schools, employed a coordinator and initiated a coordination program in Butte County on July 1, 1940.

Before proceeding with this account it should be explained that Mr. Partridge paved the way for his coordination program by a special arrangement with Dr. Floyd

F. Caldwell, Professor of Education, Chico State College, for an extension course and county-wide project of two years' duration in curriculum development.

According to the terms of the School Code the work of the coordinator may be characterized as that of providing research, experimental, guidance, and advisory services for administrators, teachers, and pupils. Thus coordination in Butte County is necessarily thought of as a broad term implying logical and far-reaching relationships extending vertically and horizontally through the entire educational program. In this coordination program there has been provision for interaction among administrators, teachers, students, and laymen.

Coordination Organization and Program. In order to give the program an effective initiation and to utilize the foundation work which had already been done, it was deemed advisable to formulate a committee organization. The policy adopted for the organization of these committees was to have the various grade levels and areas of subject matter represented on each committee and to provide one or more connecting links among the numerous committees.

In accordance with this policy a representative group of administrators and teachers was called together. This group, by its own recommendation, was then expanded and organized into an Advisory Committee which heads the entire coordination organization and program.

One of the first acts of this Advisory Committee was to adopt the following general purpose:

To build a philosophy, to formulate a cor-

EDITOR'S NOTE: "This article indicates the nature of the coordination program in one California county," writes the author. "Today there are coordination programs in at least twenty-two county school systems of the State. The plans vary in nature, but ours is similar to those of several counties." Mr. Johnson is coordinator of secondary education for Butte County, with headquarters at Oroville, Cal.

responding set of educational principles, and to develop methods and procedures basic to a continuous school program, as comprehensive and as flexible as conditions will permit, from kindergarten through college.

In accomplishing this purpose the practice has been, and is intended for the future, to give a balanced consideration of the nature of the child and of his environment as he progresses in this continuous program.

The Advisory Committee then approved a plan for organizing special or working committees and decided upon the areas of the program to be emphasized during the year. In conformity with this plan the following special or working committees were organized and have been busily engaged with the pertinent problems in their respective areas.

1. Committee on Health Education
2. Committee on Guidance
3. Committee on English
4. Committee on Fine Arts
5. Committee on Occupations
6. Committee on Principles and Philosophy

As indicated, it became necessary to devise means for inter-relating the work of these committees. This was done in part by having the chairman and one or more members of each working committee also members of the Advisory Committee. At each meeting of the Advisory Committee reports were made by the chairmen of the various working committees and plans for future work were discussed. Another procedure used to inter-relate the work was that of providing mimeographed summaries of the committee meetings for the various members. Through these procedures the right hand was always kept aware of what the left hand was doing.

Accomplishments. Foregoing explanations of coordination imply a continuous process. Accordingly the general plan for the work in Butte County has been set up to cover a period of several years' duration.

Since this is a new type of work in the educational realm, the plans also necessarily had to be very flexible.

In conformity with this general plan the work of the first year was devoted largely to an exploration of existing conditions and to efforts to discover possible procedures for improvement. During the second year attention was given to the development and the initiation of plans for improving the aspects of the school program which the committees had discovered in need of change. Although space will not permit a detailed account of the work of all the committees, for purposes of illustration the accomplishments and proposed plans of the Committee on Health Education and the Committee on English are briefly outlined.

The Committee on Health is working on an experiment in health education which is being sponsored by the California State Department of Public Health and the California State Department of Education. During the first year this committee conducted a survey of sanitary and health conditions, health instructional programs, and health services in the elementary and high schools of the county. During the second year the Committee sponsored experiments to discover effective types of organizations designed to coordinate the services of the home, school, welfare agencies, and professional groups in promoting plans.

Since emphasis was to be placed upon nutrition, when the Butte County Committee on Nutrition for Defense was organized under sponsorship of the Federal Government, the coordination Committee on Health, to avoid duplication of effort, co-ordinated the efforts of the two committees. As its part of the work the Committee on Health conducted a survey of the daily food consumption of representative groups of pupils in the elementary and high schools of the county. This committee was also interested in and did some work in the areas of sanitation, remedial, and preventive measures.

During the first year the Committee on English devoted its time to an exploration of prevailing conditions and to the development of guiding principles and policies. Last year experiments and trials of new methods, procedures, and subject matter combinations in the area of English were tried in an informal manner, informal in that no elaborate testing program was set up for evaluation purposes. However, they were significant studies. In one school the English work, social studies, and science were organized around an elaborate project in homemaking. In another school the composition work was done cooperatively in connection with activities in which the pupils had manifested an interest.

Instead of a detailed account of the work of each of the other committees general summary statements are given. Surveys in different areas have been made. Literature on the most recent and promising developments in the various phases of education has been examined and discussed. Ratings of certain types of experiences and activities have been made. In fact, every effort has been made to collect, classify, and interpret data considered basic to further development and success of the coordination program.

The matter of making contacts with lay and professional organizations and groups has not been neglected. A promising relationship with employment agencies has been effected, and desirable relationships have been established with other county agencies. The medical profession has cooperated with the Health Committee in developing a health program. Working relations between the Tuberculosis Association and the schools have been effected. Members of the teaching personnel have chosen the group meetings at professional conferences in terms of their Butte County coordination committee affiliations. Leadership available at Chico State College has been effectively utilized.

The *Butte County School Bulletin* was

initiated in a large measure as one phase of the coordination program. As an organ of the schools this *Bulletin* provides a medium for exchange of experiences among the teachers. Administrators, teachers, and pupils joined in providing artistic covers, stories, and accounts of projects and procedures for the *Bulletin*. Since it was made a coordinated enterprise, this *Bulletin* has become of vital concern to the teachers and administrators of the county and has received recognition in many counties and institutions throughout the state.

There has been close cooperation between the long established supervision program and the recently initiated coordination program. In fact, these programs have been made a part of each other. The supervisors, superintendent, and coordinator have attended the coordination committee meetings and have joined with the teachers and administrators in the consideration of both supervision and coordination problems. The supervisors have also given attention to coordination problems in their group meetings of rural teachers held throughout the county. The coordinator has attended some of the group supervision meetings and participated in other supervisory activities.

Summary-Evaluation. From the foregoing account it is apparent that through the coordination program many teachers and administrators of Butte county have become better acquainted with the professional literature dealing with the teacher and her task. They have had an opportunity to discuss and to evaluate the practices and procedures being used in the various schools of the county. Many teachers have reported improvements in their own work which have resulted from suggestions gathered from the *Bulletin* or from committee meetings.

Even in the process of exploration certain desirable changes have been effected. For example, when the health survey form was sent out, one principal explained the delay in returning it by saying that he was

making such changes as would enable him to submit a more favorable report. Teachers and board members have been brought together and made more conscious of their common problems. As a result many school budgets for the coming year have included important items for improving the health and sanitary conditions of the buildings and grounds.

In some instances teachers have been made more aware of the resources of their communities. In the committee meetings the services of various community organizations and agencies have been discussed and plans have been formulated for utilizing these services. For example, cooperative plans for improving the appreciation of music and art in the school and community have been developed. Ten art exhibits were circulated to the leading communities of the county by the coordination program. Local art shows and demonstrations were held under sponsorship of the Fine Arts Committee. Plans for exchanging music programs were getting under way but were curtailed in favor of tire conservation.

One other significant outcome of the program has been an increased conscious recognition by teachers on all levels of the importance of the child as a member of his group. Every effort has been made to consider subject matter and procedures in terms of the continuous and maximum development of the child.

Possibly the most unusual and important feature of the entire program is that it is based on sound psychological and democratic principles. No one person can claim all the credit for the success of the program. There has been every evidence of intelligent leaders and intelligent followers in every area of endeavor. The problems of small schools as well as of large schools have received attention. It seems as though every administrator and every teacher has considered himself an important part of the coordination program. In fact, the favorable attitude, patience, perseverance, and intelligent contributions of teachers, administrators, supervisors, laymen, and professionals have all been responsible for the successful initiation of the program.



Government Wants 100,000 School Typewriters

School officials have been asked to turn over at least 20 per cent of all their typewriters to the government, according to letters sent out by Dr. John W. Studebaker. It is estimated that over one-half million typewriters are being used for instructional purposes in the public secondary schools, private business schools, and parochial schools. This procedure has already been followed in requests made by the government to industrial and commercial organizations, and to state and local governments.

Little or no harm to teaching service will result if typewriting is eliminated from the junior high schools, restricted to the junior and senior years in the high schools, and if none but vocational students are permitted to take typewriting. In addition, typewriting can easily be eliminated from rural high schools. In certain areas it may be necessary to organize typewriting instruction on a twenty-four-hour basis similar to the procedure already being

used in teaching certain forms of industrial training necessary for the war.

Undoubtedly, the government can carry on the war quite as efficiently, and in many cases more efficiently, with the use of many fewer typewriters. There is a point of diminishing returns in the use of machinery in facilitating communication. Nevertheless, we must realize that when reorganization must be undertaken in a great hurry such tendencies are inevitable. Therefore, it is our duty to cooperate fully in following this request of the government.

No doubt, we will find many ways of short-cutting our instructional program in typewriting so that approximately some teaching efficiency can be maintained in spite of the shortage of equipment.—HERBERT A. TONNE in *Journal of Business Education*. (Do junior-high-school and rural-high-school readers agree with this plan to take all of their classroom typewriters, thus easing the burden on city senior high schools?—ED.)

TENURE

Part 1, by JOHN P. LOZO
Part 2, by G. S. WATTLES

and CIVIL SERVICE

1. Dangers of Tenure

TEACHER TENURE has long been hailed as one of the major victories of the pedagog over the politician—in the states that have tenure. Obtaining tenure has meant to the members of the teaching profession, in those states, security, safety, increased dignity, long-range planning, less worry, greater stability, and permanence of residence. To the schools it has meant less frequent teacher turnover, more freedom from political manipulations, and, as a general thing, better educational programs. By and large, tenure has been a blessing to the teacher and, in most cases, a blessing to the schools.

Not always, however, has tenure been the unmixed blessing its proponents had hoped it would be. Tenure has no doubt worked for the good of teachers as a whole, but what about the schools? Tenure protects the teacher, but what protection do the schools have against the potential dangers of smug, unprogressive, selfish teachers? Should not tenure work both ways, protecting both the teachers and the schools?

Let us consider a few of the dangers to the schools that inhere in tenure. Frequent

ly professional growth on the part of the teacher stops at tenure. Summer school and extension courses are shunned, educational books and periodicals are seldom scanned, professional meetings are attended perfunctorily, if at all, departmental and faculty meetings are endured in protest, and all the other devices established for the good of the boys and girls of America are criticized and avoided. The chief aim of education to this type of teacher is provision of a bi-weekly salary check.

The foregoing criticisms are not directed toward the vast majority of teachers under tenure. They are directed, however, toward that pernicious minority of educational fifth columnists who do more harm to education than the majority can rectify. The weeds of indifference and skepticism can crowd out or retard the growth and development of otherwise healthy plants.

Something should be provided in our educational setup both to stimulate continued professional growth among all teachers and to eliminate fairly and without prejudice those who abuse tenure. The schools need protection even more than the individual teachers, for the profession is greater than any individuals in it.

The tenure laws of the various states ought to set forth prescribed periodic, though optional, requirements for all teachers and administrators on tenure. Among them might be attendance at summer school and extension courses, travel, reading of professional books and magazines, inter-school visitation, writing professional books and magazine articles, attending conventions, doing acceptable research, and participating in community activities relating to education.

EDITOR'S NOTE: In this short feature, we present a meeting of minds of a New Jersey high-school principal and a Missouri newspaper editor on the important subject of the teacher's job status. Dr. Lozo is principal of Wildwood, N.J., High School. Mr. Wattles is editor of the Ozark Mountain News, Mountain View, Mo. And we might add that when Mr. Wattles talks about school boards, he doesn't spare the adjectives.

To top all this off, each teacher should be rated periodically by competent, unbiased, non-political persons on a standard form adopted by the state but flexible enough to cover local situations. The results of the ratings, if poor, could be used to terminate tenure.

None of these things, of course, could guarantee efficiency, but they would no doubt help relieve the complacency that too often starts with tenure. Remember, the schools are entitled to protection just as much as the teachers.

2. Teacher Civil Service

IT IS NOT improbable that some readers will attribute my advocacy of a civil-service system for school teachers to my personal dislike of school boards. As a matter of fact, some of my friendly critics have told me as much.

I will admit that I, as well as every other man or woman who has spent any considerable time in school work, have abundant grounds for being disgusted with school boards—but I stoutly maintain the issue is not personal.

I hope my readers will give me credit for having sense enough to know that there is no sign in the heavens which points to the establishing of a merit system for school personnel. So far as I know the present system of local control over the lives and destinies of school people will continue "to the last syllable of recorded time". Such a change would require a complete revision of our school laws.

As the law reads at present, local boards are in complete and autocratic control of every school system in the state. They are subject only to a few simple requirements for obtaining money for salaries.

There is no governmental agency or bureau in existence—nor could one be devised—with greater dictatorial powers than a school board. There is no phase of the operation of a school which is not under

their absolute domination. Should a board of education so desire, it can invade the administrative functions of a school to any extent it wishes.

You can search the school laws of our state in vain for any legal authority possessed by any school employee, with the exception of state and county superintendents. So far as the law is concerned there is no such thing as a city superintendent.

Section 9209 of our school laws recites the powers of the board relative to the employment of teachers. Not a word nor a suggestion of the superintendent's duties or his relationship to the board is made. The section rambles on in slipshod English for something like 200 words, and then, as an afterthought, ends with this utterly irrelevant sentence:

"Provided that the board of education of any first class high school may employ a superintendent either before or after the annual school election."

As a piece of English composition the paragraph is on about a 3rd-grade level—or perhaps down to the level of a small-town editor. The tailpiece concerning the employment of a superintendent glaringly embellishes a carelessly written paragraph.

Despite the fact that the index of your school laws sets out, in bold type, the general heading, "Superintendent, City, Town", there is positively no reference to such an official in the law except in the sentence which some bright legislator left dangling at the end of section 9209.

I am fully aware of the futility of my efforts to break the stranglehold of local boards on the lives of school teachers. It will take greater influence than any I possess even to get a hearing.

I realize I am like one "Crying in the wilderness"—a wilderness of tradition and superstition. I would gladly accept a diet of "locust and wild honey" if thereby I could separate local school boards from their power of life and death over school teachers.

SCHOOL NEWS DIGEST

Edited by THE STAFF

GIANT KILLER: An 11-year-old Louisiana schoolboy accumulated 800,000 pounds of scrap material to hit the nation's top salvage figure, reports *New York Teacher News*. The boy is Warren Breaux, 4 feet 8 inches tall, weight 72 pounds. He collected \$2,736 for the scrap he turned in. Most of the job was done during his summer vacation, when he scoured the countryside and canvassed farmers to uncover valuable war material.

OPINIONS: More than 82% of high-school pupils advocate a new league of nations with the United States as an active member, according to a nationwide survey of high-school pupils' opinions made by *Fortune*, reports *School and Society*. The survey for adults made in April 1942 showed only 60.5% holding that view of our responsibility. Only 15% of pupils in the "prosperous and upper middle" class voted that the country would be better off without rich people, whereas 26.9% in the "poor" class voted that it would.

JOBS: High-school graduates are spurning the \$16 and \$18 a week jobs offered in business, and are holding out for higher-paid jobs in war industries, reports the New York branch of the U. S. Employment Service. The Service has had 2,100 unfilled openings for boys on its list for two months, states the *New York Times*, but the 9,000 jobless young people on its register don't want them.

GUILTY: Member of a rural school board at Ozark, Mo., was found guilty of "selling" a school teaching position and was sentenced to two years in the State penitentiary, reports *Oklahoma Teacher*. Considering the frequency of the practice, it's too bad that news of a conviction is so rare.

WORK: High-school seniors in 5 Maryland towns are working for wages part of the school day and on Saturdays, reports *Christian Science Monitor*. Those participating in the experiment will have their work time credited toward graduation.

GOOD SCOUT: Dr. Elbert K. Fretwell, an associate editor of *THE CLEARING HOUSE* and professor of education at Teachers College, Columbia University, has been elected Chief Scout Executive of the Boy Scouts of America.

ORIENTAL: Japanese and Chinese may be taught as foreign languages in the high schools of New

York City, announced Mayor LaGuardia, as part of the schools' approach to post-war reconstruction in all parts of the globe. That is, if enough pupils are interested. Instructors in Japanese are of course as scarce as icebergs in Guatemala. But there'd be no difficulty about having Chinese taught—except that little matter of 10,000 characters and no alphabet.

RAFFLE: Parent-Teacher Associations may not conduct gambling projects for the benefit of New York City schools, ruled Mayor LaGuardia recently. The PTA of one school was busily engaged in selling \$500 worth of 10-cent "chances" on a \$25 war bond when the mayor cracked down. The money was being raised to buy the school a \$400 film projector.

TRAINING: Military training has been decreed for all Russian elementary schools. Boys and girls are to begin military training at the age of 8, and continue to 18. Girls will be taught to be war nurses, reports the *New York Herald Tribune*, and boys to be fighters. From the 5th to 10th years of school, training for boys will include instruction in throwing hand grenades, firing a rifle, machine-gun drill, anti-tank exercises, and tactics. Military training had already been required for all able-bodied adults up to 55 years of age. It was not the Russian army alone that stopped the Nazis, but also the trained civilians who poured out of the local farms, stores, and factories to take their places beside the troops in defending each district.

GAS: Tabernacle Consolidated School, in New Jersey, closed until further notice early in November, a victim of gasoline rationing, reports the *New York Herald Tribune*. The four teachers, unable to find housing in the isolated community, live 20 to 30 miles away. When they had used up the gas allowed by their B cards for their two automobiles, there just wasn't any more school. The four teachers said they hoped Washington would do something about it. The 140 pupils weren't quoted.

MEETINGS: Some will be sad, and some glad, at the way educational conventions are being trimmed down for the duration:

In New Jersey, the usual 20,000 attendance at the state convention was "streamlined" to 2,000.

In Texas, former attendance of about 10,000 was reduced by plan to 500.

(Continued on page 256)

► EDITORIAL ►

Washington Offers No Clear Educational Leadership

PRESSURES are being put on the high schools of the country by many groups and by many interests. We are asked to sell stamps and bonds, to organize scrap and salvage drives, to teach Pan-Americanism to all pupils, to teach physics and mathematics to all pupils, to offer pre-induction courses to our boys, to sew and knit for the war effort, to teach pre-flight aeronautics, to increase the offering in history, and so it goes. And now our eighteen-year group of boys is to be taken directly into the Army! This puts responsibility for pre-induction training before us as an immediate issue.

Indeed, the high school finds itself in the center of the drive for enlightened and skilled manpower, a commodity that is alarmingly scarce in these days of total war.

Many persistent voices are being raised in favor of drastic adjustments in terms of time allotments. One of the most extreme recommendations we have heard comes from The Very Reverend Robert I. Gannon, president of Fordham University. Father Gannon wants an elementary school of six years, a high school of three years, and a college of three years—a six-three-three plan with the award of the bachelor's degree to the graduate of this twelve-year offering.

Father Gannon believes that eighteen years is the ideal age for the completion of a liberal education. Many years ago, former President Charles W. Eliot of Harvard advocated admission to college at an earlier age. President Eliot was thinking of a long-term plan, as is Father Gannon today. In addition to these long-term plans, many suggestions are being made demanding a

temporary speed-up. The armed forces will take our boys at eighteen and possibly our girls will be drafted also. So we have to ask ourselves this question: Do we prefer that our young people of eighteen go to the Army, or to work, as high-school graduates or as college graduates? Otherwise stated, how do we want to use the time in schools up to the age of eighteen?

This wasn't much of a problem a few short months ago when young people had all the time they wished to "grow up". But times have changed! Today, the demand for skilled mechanics and for professionally-educated men and women is so great that we are forced to give attention to any reasonable plan of speed-up. We can't do what we should like to do. Instead we must do whatever is necessary in order to survive.

President Robert M. Hutchins, of the University of Chicago, is advocating a six-four-four plan of reorganization. This scheme provides for an elementary school of six years, a high school of four years, and a college of four years. Under this plan a student would receive his bachelor's degree at the end of what is now the sophomore year of college.

Under the stress of war, we can't gain much by testing the sentiment of any group, large or small. The plain fact is that we may have to make many adjustments that we don't like. Furthermore, it is foolish for any of us to make predictions concerning plans for the reorganized high school—there are too many variables. Not the least of these variables is the future status of the manpower problem. Canada has already begun to think of higher education for war

and for war only. L. Austin Wright, assistant director of national selective service, addressing the Queens University alumni said:

It could well be that young men of military age will require permits to enter university and that they will be required to take not only military training, but courses which are directly useful in the war effort. . . . It is obvious that the first need is to fulfill the requirements of the armed forces and war industry for technical personnel.

The Canadian government thus served notice on dominion youth on October 17, 1942, that university training may be restricted to courses which will train them to be technical officers in the armed forces or needed specialists in war industry. The high schools and colleges of the United States may have to make similar adjustments.

Not the least of the confusing elements in our present dilemma is the fact that there appears to be no clear educational leadership in Washington. Our American high-school officials are more than willing to follow intelligent leadership, yet they are beset by a babble of voices—demands from many “official” sources for this or that. Again and again we have been impressed

by the necessity for some over-all coordination of the educational endeavors of the various federal agencies. In all too many cases appeals have been made to the schools by officials who have small understanding of the problem we face.

Just one example will suffice: How many governmental agencies have appealed for the teaching of physics and mathematics to all high-school pupils? And we see the sad spectacle of the schools attempting to teach the theory of light or quadratic equations to boys who are in no sense equipped to take such courses. Would it not be wiser for schools to adopt some criteria for selecting pupils able to master these subjects and then put the remainder to other work more suited to their abilities and needs?

Make inquiry among your associates and see whether they would welcome some calm, practical, day-to-day, down-to-earth planning by a responsible educational agency in Washington. We need coordinated leadership. This can come only as the various federal agencies are required to submit their panaceas for clearance through a central office. The high schools will follow reasonable suggestions.

F. E. L.

4 Problems in Teaching of American History

We have a universal high school offering in American history. We have up-to-date textbooks by leading authorities. Yet Professor McKee and others are largely justified in criticizing the quality of learning that is achieved, for four reasons.

First, American history, as Professor Allan Nevins pointed out in *The New York Times* Sunday Magazine last May, has steadily broadened in scope. Textbooks have doubled in length in the past twenty years. Yet, obviously, the more we try to teach in a given amount of time the less time we have to teach anything well.

Second, as high-school enrolments have increased, more and more “low ability” pupils come to high school. Many cannot read well and have little in-

terest in learning. We need to select a limited amount of basic information for these pupils and to use more motion pictures and other non-reading materials in teaching them.

Third, many pupils are bored by the repetition of the same facts presented in the same pattern. Pupils who study American history in three cycles and for a total of six years need more variety in approach than is often provided.

Fourth, many teachers have been assigned to American history classes who have not been adequately prepared. They fall back on uninspired drill that kills interest and leaves pupils with a distaste for what should be a favorite study.—ERLING M. HUNT in *The New York Times*.

SCHOOL LAW REVIEW

Can't Push Teachers Around

By DANIEL R. HODGDON

A child fell on a slippery floor in a school building and sued the board for maintaining such a nuisance. The teacher was subpoenaed to appear at an examination before trial. She wouldn't go. That's just like some teachers. They had to get a court order to make her go but the court was a wise court and wouldn't order the teacher to go to the examination before trial.

The reason it couldn't be done is that teachers aren't like other folks—no sir, they aren't common class anymore, they are distinctive. They are a part of a public corporation and you can't order them around.

The law won't permit pre-trial examinations of boards of education because they must be relieved from annoyance incident to such an examination, and teachers must not be away from school. The education of the younger generation is more important than legal technicalities. *Wodelsky et al. v. Board of Education*, 173 Misc. 136, 16 N.Y.S. (2d) 107.

Don't Chase Pencils into the Ventilating System

Teachers are for teaching. When a teacher asks a pupil to recover a pencil that has fallen into the grating of a ventilating system in the floor of a school room she isn't acting within the scope of her duties.

A teacher asked for volunteers to retrieve a pencil from the ventilating system. The teacher and a pupil removed the screws which held the grate to the floor, lifted off the grate, and the pupil jumped into the opening, landing on a trap door. The door flew open and threw the pupil about fourteen feet below on a cement floor.

In an action for damages against the school district the court held that the Board of Education was not liable. In answer to the pupil's contention that the trap door was a dangerous condition against which the board was under duty to provide adequate safeguards, the court said that the grate was part of the ventilating system, properly constructed and properly fastened, and was not there to be lifted by students, and that the risk of injury under the circumstances could not be reasonably appre-

hended. Accordingly, recovery was disallowed. *Gillman v. City of New York et al.*, 173 Misc. 227, 17 N.Y.C. (2d) 551 (1939).

School Stairways

The first step of a stairway, leading to the basement of a school, was elevated three and one half inches above the adjacent playground. A twelve-year-old girl, while playing tag, started down the stairway. She tripped on the step or apron and in trying to regain her equilibrium kept stumbling until she arrived at the bottom of the stairs. Her hand went through a pane of glass in the basement door.

A judgment was obtained against the board because they were negligent in maintaining the stairway in a dangerous condition, and in permitting children to use the stairway for play while it was in such a dangerous condition. *Eckerson v. Ford's Prairie School District 11 of Lewis County (Wash.)* 101 (Pac.) 2d 345 (1940).

Rubber Ball Case

An instructor supervising activities in a school yard is not negligent if he accidentally hits a pupil in the eye with a rubber ball. The board of education cannot be liable for such conduct on the part of the teacher when he is a competent instructor as required by statute. To get punched in the eye with a rubber ball is just the pupil's hard luck. *Graff v. Board of Education of New York City*, 258 App. Div. 813, 15 N.Y.S. (2d) 1941.

Heart Failure and Basketball

The board of education of Ithaca, N.Y., was sued for the death of a boy who died from heart failure. The boy had been examined by the school authorities and found to have heart trouble but he was permitted to engage in basketball scrimmage outside of school hours and during the summer.

The court held that since it was not shown at the trial that the negligence of the board was the cause of the pupil's death or was the cause which hastened the boy's death, the board could not be

liable. It must be shown that negligence is the cause of an injury or death of a pupil.

(Note: It is quite apparent that principals and teachers should be careful about permitting a child to play in games during school hours when a defective condition of the pupil is known. The physician's recommendation should be obtained.)

Procedure for Dismissal

Under the tenure law of California, which requires a particular procedure to terminate the services of a probationary teacher in a junior college, the summary dismissal of a junior college teacher was ineffective because of the failure to follow the proper procedure. A notice of dismissal during a year, without a proper hearing, is not sufficient to dispense with the services of a teacher for the ensuing year.

The statute of California provides that "Governing boards of school districts shall have power and it shall be their duty to dismiss probationary employees during the school year for cause only as in the case of permanent employees." Also "On or before the fifteenth day of May in any year the governing board may give notice in writing to a probationary teacher that his services will not be required for the ensuing year. . . ."

Both permanent and probationary employees are deemed to be reemployed under the School Code from year to year, except that probationary employees who are notified of their dismissal prior to May 15th cannot avail themselves of the statutory presumption of reemployment.

In California the only three permissible grounds for dismissing a teacher on tenure are: misconduct or unfitness, after a proper hearing; decrease in number of pupils; and discontinuance of a particular kind of service. In this case the probationary teacher was arbitrarily dismissed during the year, contrary to the provisions of the statute. *Comstock v. Board of Trustees of Compton Junior College Dist. in Los Angeles County et al.* 95 P. (2d) 969, Nov. 15, 1939.

Look Out for Scufflers

A teacher and the school district is liable because of negligence for injury to a pupil when the pupil is engaged in a scuffle which results in the twisting and breaking of an arm, if the teacher is not present and supervising the classroom, and if the teacher might have anticipated and prevented the injury if she had been present.

The statute in this case made the school district liable for injury to a pupil caused by the negligence of its teachers. *Forgnone v. Salvadore Union Ele-*

mentary School Dist., 106 Pac. (2d), 932 (1940), California.

Reasonable Forecasting

A child running from a gymnasium onto a playground was knocked down and her foot run over and permanently injured by one of the trucks that regularly came into the schoolground. Since the principal of the school knew that pupils regularly surged out of the gymnasium and ran across the playground he should have reasonably foreseen that injuries to children might occur. He had not exercised ordinary care and was consequently liable, thereby making the school district liable for the injury. *Taylor v. Oakland Scavenger Co. et al.*, 110 Pac. (2d), 1044 (1941), California.

Pupils May Sit on Window Sills

A child was pulled off a window sill where she was sitting by another pupil. She and her father sued the board of education for the injury she sustained, on the ground that no teacher was present to supervise the pupil.

The court held that the girl and her father could not collect damages for the injury since the law did not require a teacher to follow pupils around from class to class to see what they were sitting on. It was not negligence to let a pupil sit on a window sill. *Reithardt et al. v. Board of Education*, 111 Pac. (2d), 440 (1941), California.

When Pupil Misses the Bus

A girl who was a member of a school tennis team stayed after school for practice after the regular school bus left.

She was injured while being transported home in another pupil's car. The rule of the school was that when a bus was not available the student body would pay for one gallon of gasoline for every ten miles traveled by a pupil carrying other pupils home. This arrangement was approved by the school officials.

The car carrying the pupil who was injured had no horn. It had bad lights, worthless brakes, a defective speedometer, smooth tires, and other weaknesses besides noise. In a collision one girl was killed and several injured.

The court held that the driver of the "bug"—the so-called automobile—was an employee of the school district and the district was liable, since the statute made school districts liable for the negligence of their employees. *Hanson et al v. Reedley Joint Union High School Dist. et al.*, 11 Pac. (2d), 415 (1941), California.

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

Safety, by SIDNEY J. WILLIAMS and W. W. CHARTERS. New York: Macmillan Co. 451 pages, \$1.60.

The authors have designed a practical textbook on safety which is psychologically adapted to adolescents of high-school age. Although *Safety* follows the usual organization and discussion of physically-safe experiences in the school, in the home, on the farm, in recreation, on the highway and in industry, a special appeal to young people is made through the use of simple scientific laws, phenomena and mechanics underlying fundamental principles and practices of safety. Each unit immediately arrests the reader's attention and arouses his awareness of danger with a vivid life incident in which carelessness causes serious results.

The emphasis upon personal, physical and mental fitness as an accident preventative is a needed helpful challenge. The suggestions for emergencies really constitute a preliminary course in first aid, with each type of injury or disability logically discussed under the life activity where it is most likely to occur. Teachers and pupils will find *Safety* a stimulating, authoritative and valuable guide.

ELDEN E. SCHNEIDER

"*Introductory Aviation Series*," by BERT A. SHIELDS. New York: McGraw-Hill Book Co., 1942:

Principles of Flight, 363 pages, \$1.88.

Principles of Aircraft Engines, 378 pages, \$1.88.

These books were written for use in high-school classes. Two other volumes in the series, *Principles of Aviation Meteorology* and *Principles of Air Navigation*, are in preparation. The author is a lieutenant commander in the U. S. Naval Reserve, and is chief instructor in charge of civilian pilot training of Polytechnic Institute, Brooklyn. The books are well illustrated, and are written to satisfy the "lively curiosity of the boys and girls who watch our modern planes flash by", and to interest young men in the various branches of aviation. Each book is developed from the viewpoint of the pilot, who must understand engines, meteorology, and navigation as well as flight.

Principles of Flight is written in non-technical language, and is intended to give the informational background needed by all aviation personnel. It deals with the history of flight, and civil and military aviation up to the present, describes the types

of aircraft, explains the theory of flight and the laws of physics involved, aerodynamics, and aircraft structures.

Principles of Aircraft Engines explains how engines are constructed and operated, and how they function in flight. It covers the history of power production, latest developments, present types of engines, the principal parts of the modern aircraft engine, how they are serviced, engine instruments, and how engines are operated in successful flying.

Elementary Meteorology, by VERNOR C. FINCH, GLENN T. TREWARTH, M. H. SHEARER, and F. L. CAUDLE. New York: McGraw-Hill Book Co., 1942. 301 pages, \$1.76.

The authors prepared this introduction to meteorology for use in high-school pre-flight training courses. (In the education of a pilot, the Civilian Pilot Training Program specifies that one-third of the elementary ground course be devoted to meteorology.)

In order that the suddenly spreading need for such a high-school text could be met quickly, the authors have taken "a substantial portion" of the opening chapters from a book called *The Earth and Its Resources*. About three-quarters of *Elementary Meteorology* is devoted to chapters on atmospheric conditions, storms, climates, etc., and the final fourth applies principles of meteorology to the problems of aviation.

Progressive Methods of Teaching in Secondary Schools, by NELSON L. BOSSING. Boston, Mass.: Houghton Mifflin Co., rev. ed., 1942. 779 pages, \$3.25.

In this edition Bossing brings up to date his former volume on the methodology of secondary-school teaching. As indicated in the preface, several instructional aspects—more or less experimental at the writing of the first edition—have since emerged and appear more clearly defined. These are presented in their new forms.

Specifically, illuminating engineers have recommended new standards for schoolroom lighting, and these changes are reflected in the chapter on "Physical Aspects of the Classroom". A new chapter under the title "The Radio in Teaching" has been added, indicating the importance, functions, and techniques of using radio as an auditory aid to instruction.

In the chapter on "Instructional Planning" em-

phasis is given to the "unit of instruction", with several sample units for consideration. The chapter dealing with "Evaluating the Results of Teaching" conforms more closely to newer concepts of evaluation and "pupil grading".

The volume's organization is in five units. Unit I, "Basic Consideration for Secondary School Method", is a chapter presenting the function of the secondary school in educational theory. "Management Technique of the Class Period" is Unit II and its chapters deal with the teacher, the physical aspects of the classroom, economy features of classroom procedures, management problems of the first day, and school discipline.

Unit III, "Teaching Technique of the Class Period", is composed of chapters on instructional planning, the assignment, the review, the question in teaching, the verbal illustration in teaching, the concrete illustration in teaching, and the radio in teaching.

"The Problem of Method in Teaching" is Unit IV, and its chapters deal with the lecture method, the socialization of the recitation, the problem method of teaching, the project method, supervised study, and education for appreciation. Unit V, "The Problem of Evaluating Teaching", describes itself.

Each chapter is followed by challenging questions and problems. The selected bibliographical material at the close of each chapter is excellent and extensive. Student teachers in teacher-training institutions will find this volume a complete manual of progressive methods. To teachers in service who wish a book that is practical and readable this volume should be of considerable value.

EDWARD F. KENNELLY

L'Ami Bob, Quinel et de Montgon, by BOVEE et GUINNARD. New York: Macmillan Co., 1942. 202 pages, \$1.28.

This is a charming little book, attractively printed and presented. The story is interesting and modern, and it is easy enough for a normal first-year class to complete in 28 weeks, two lessons a week.

The teaching content is good. Vocabulary, based on a "small, environmental list", is progressively and efficiently developed and emphasized in a variety of exercises. Grammar points are fundamental, and well rehearsed by repetition (but why not explain the imperative in a simple, brief statement?). Third and of great importance, there is provided in English, for each chapter, "valuable information concerning French customs, and the contribution which France has made to the life of the world".

This is an excellent series of interesting items, with many hard-to-find details which all teachers can be glad to put into pupils' hands. Personally, I

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should find this a valuable addition to the source material available for beginners, for the "allusions" which all my pupils compile, in their own "Tableau(x) de la Civilisation Française".

My main criticism is not of the book, but of the word list (pages xi-xiv), which to my mind needs a little revision. Why give UN DEUX TROIS CINQ, and not QUATRE? Or CELA without CECI? Or LÀ without ICI? OEIL without YEUX? On page 68, I note: ". . . Marcelline, qui, a sept ans, ne prend jamais. . ." If not a misprint, this seems to be a form of language much too streamlined for a beginner. But these are minor faults in an excellent work.

L'Ami Bob carries out, point by point, the thesis enunciated on page vii—an opinion to which we heartily subscribe: "The study of the civilization of a country should go hand in hand with the study of the language, since they are interdependent."

And the teen-age youngsters will love it!

AGNES AMIS

American Business Law, by R. ROBERT ROSENBERG. New York: Gregg Publishing Co., 1942. 640 pages, \$1.80.

The social aspects of the law, and its everyday application to our lives, are emphasized throughout this book. In addition to the usual subject matter, there is a chapter on current social legislation—

the workmen's compensation laws, the Social Security Act, the National Labor Relations Act, and the Wage and Hour Law. Down-to-earth applications are used, such as the problem of whether a home owner must pay for the cutting of his lawn on Sunday, and the disposition of a lost article if the owner cannot be found within a reasonable time.

As the preface states, this brief text can only hope to define the rights and obligations of all citizens in their civic and business affairs, so that they will know when to consult a lawyer, and how to prevent a controversy that will land them in a court. A course in law is valuable for all pupils—and it is a pity that such a book as this will be used largely for pupils in the commercial department. All high-school graduates should know enough about the law that they will have to visit lawyers and courts as infrequently as possible.

Laugh and Learn Grammar, by IRWIN H. BRAUN. San Francisco: Harr Wagner Publishing Co., 1941. 311 pages, \$1.25.

The author says that junior-high-school pupils groan when the grammar books are brought out, which is true. The publisher says that the interest of this book is high enough even for teachers themselves, which might well be an understatement.

This book covers the grammatical material essen-

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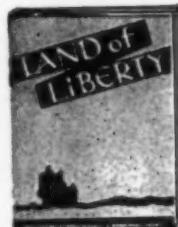
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tial at the junior-high-school level, and does it in terms of tall tales about Paul Bunyan. Paul is very much involved in the teaching of grammar throughout the book. He invents the parts of speech, and has to figure out rules for using them. And he teaches these inventions to his friends. For instance, to a horse: "Since you are quite an educated animal, you know, too, that the adjective is a word used to describe or modify a noun. . . ."

The tall tales are fun, and so are the numerous illustrations of Paul, his ox Babe, the Humperdincks, etc. To quote the author again, this is a humanitarian attempt to present grammar in a palatable manner. If your slow pupils can't learn grammar from this book, your reviewer has no suggestions on what you should do next.

"*Science in Modern Life Series*," by VICTOR C. SMITH and GILBERT H. TRAFTON. New York: J. B. Lippincott Co., 1942. *Exploring Science*, 458 pages, \$1.32; *Enjoying Science*, 596 pages, \$1.52; *Using Science*, 802 pages, \$1.80.

"*Science in Modern Life Series*" consists of three books on general science for use in grades 7, 8, and 9. The authors, Victor C. Smith and Gilbert H. Trafton, are, respectively, teachers in a junior high school and a state teachers college. Each of the three

books is a unit in itself, a complete course in general science.

The contents of each book are divided into units which are to an extent similar throughout the books, though their treatment is increasingly detailed. In all three books each topic is introduced by a question. Much attention is given to making the treatment of the topics interesting, and illustrations and diagrams are excellent. The units include reviews, "things to think about", activities for fun, self-tests, lists of books to read, lists of available motion pictures and lantern slides. The vocabulary has been carefully checked to make sure that it is suited to the pupils of the grades which will use the books. The quality of the paper used is excellent, and the format is attractive. Altogether the three books are a most worthy addition to the list of general-science texts.

GLENN S. THOMPSON

American Democracy Today and Tomorrow, by RYLLIS A. GOSLIN, OMAR P. GOSLIN, and HELEN F. STOREN. New York: Harcourt Brace & Co., 1942. xviii + 589 pages, \$2.12.

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J. C. A.

From Man to Machine: A Pictorial History of Invention, by AGNES ROGERS. Boston: Little Brown & Co., 1941. 160 pages, \$2.50.

Books have been written on inventors and inventions, but none with such a wealth of illustration and description as *From Man to Machine*. The author has not pretended to cover all inventions, but only the most significant ones. These have been

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The book is usable in all grades from the intermediate through the high school. It can be used in science and social studies classes, and might furnish material for projects in English activities.

J. C. A.

How to Teach Shopwork, by P. T. McHENRY. Bloomington, Ill.: McKnight and McKnight, 1942. 46 pages, 25 cents.

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Dictionary of Technical Terms, by F. S. CRISPIN. Milwaukee: Bruce Publishing Co., rev. ed., 1942. 373 pages, \$2.50.

This is the third revised edition of the Crispin dictionary, which contains definitions of commonly used expressions in aeronautics, architecture, woodworking and building trades, electrical and metalworking trades, printing, chemistry, and other technical fields.

Broadcasting to the Classroom by Universities and Colleges, 128 pages.

Public School Broadcasting to the Classroom, 144 pages.

Radio Extension Courses Broadcast for Credit, 128 pages.

Radio Network Contributions to Education, 125 pages.

Radio Programs Intended for Classroom Use, 128 pages. By CARROLL ATKINSON. Boston: Meador Publishing Co., 1942. \$1.50 each.

The *Hattie and Luther Nelson Memorial Library* has undertaken to collect, collate, and put into publication form research data on the history of radio used as an educational tool. The primary object has been to collect source material before it is completely lost and to make it available for later students in the field.

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SCHOOL NEWS DIGEST*(Continued from page 239)*

And in New York, in place of the zone meetings ordinarily held, the program has been boiled down to a half-hour statewide radio program, after which groups of teachers will gather in their own baliwicks to discuss the ideas offered by air.

The New Jersey Education Association may decide to hold no further state conventions for the duration. This fall some states are staging full-fledged meetings. But by next year all states may be holding curtailed versions of the old convention, or none at all.

LACKADAISICAL: About 99% of the 10,000 students of University of California at Berkeley "don't give a damn" about the war effort, according to an editorial in the campus newspaper quoted by the *New York Times*. The editorial stated that only one in every 200 students had spent one day picking fruit or vegetables to alleviate the labor shortage; that "brawling freshmen and sophomores" had destroyed 12 crates of pears that were to be canned; and that a one-day war stamp and bond sale had netted less than 1.3 cents per student. The administration took issue with this, and said that students were "working on a 12-hour-a-day schedule as it is".

The editorial had claimed that "This greatest of all wars is being lost on the campus as conclusively as it was on Bataan and Malaya." However that may be, the war is not being lost in thousands of high schools, where willing pupils are organized for real work.

FORECAST: Some predictions on post-war public education in America by Dean James B. Edmonson of the University of Michigan School of Education, reported in the *New York Times*: (1) Probably there will be 14-grade systems in place of the present 12-grade standard. (2) Scientifically prepared breakfasts and dinners, as well as lunches, will be served at cost to pupils who can pay a few cents a meal, free to those who can't. (3) The schools will reach into the home to see that pupils grow up in the right psychological atmosphere.

FILMS: A slide and film catalog of 310 pages was issued recently by the Slide and Film Exchange of the Ohio State Department of Education, reports *Ohio Schools*. The Ohio Exchange handles more film for schools each day than the ten theatrical exchanges in the state do in a week. And there are four times as many sound-picture-equipment sets in Ohio schools as there are in the theatres of the state.

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